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ABSTRACT

One of three studies of child care which addressed a variety of planning and site planning issues of concern to the Montgomery County Planning Board in Silver Spring, Maryland, this study reports findings related to the location of child care facilities in park settings. Principal purposes of the study were to: (1) analyze the community impact of child care centers operating in recreation or community buildings, schools, and modulars in park or park-like settings; (2) evaluate site planning factors for child care centers in park settings; (3) suggest site planning guidelines; and (4) discuss the planning and land use implications of child care centers in existing buildings or modulars in park settings. Surveys were made of center operators, neighbors of centers, and parent transportation practices and attitudes. Traffic and parking patterns at centers, and physical characteristics of sites, were assessed. The suitability of various types of parks for child care facilities was evaluated. Eleven general classifications of Montgomery County parks were briefly described and evaluated for their general suitability for child care centers. Several site plan sketches are included and related materials, such as survey instruments and tables of data are appended. (RH)

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CHILD CARE CENTERS IN PARK SETTINGS

Prepared For
The Maryland-National Capital Park and Planning Commission

Edited by Montgomery County Planning Board
Community Planning - South

Child Care Management Resources
Giegerich & Associates, Inc.
John Elicker, Architects

October, 1987

PS 017216

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PREFACE

Child Care in Park Settings

The following study, Child Care in Park Settings, is one section of a three-part study prepared for the Montgomery County Planning Board in Silver Spring, Maryland. The other two components of the study are Child Care in Commercial Settings and Small Child Care Facilities in Residential Areas. The study is part of the comprehensive review of the child care elements of the local zoning ordinance.

The study addresses a variety of planning and site planning issues arising from child care facilities located in residential, commercial, and park settings. Although this study was conducted for the Montgomery County Planning Board, the original intention was that it would also be read and utilized by urban and child care planners, current and potential child care providers, and public and private sector developers.

In January 1985, the Montgomery County Planning Board adopted a child care policy in response to County Executive Charles Gilchrist's policy regarding Child Care Services in Montgomery County. The Montgomery County Planning Board agreed to work in partnership with other public agencies "to enable, support, and enhance the provisions of child care services through the private sector." The Planning Board agreed to address child care in the following three areas: community land-use planning, utilization of the park system, and its role as an employer. This three-part report addresses parts of the first two areas, but not the last area, relating to its role as an employer.

The three studies of child care in residential, commercial, and park settings were conducted by Child Care Management Resources, Giegerich & Associates, Inc., and John Elicker, Architects. Jody S. Kline of Miller, Miller & Canby provided legal review. The two outside readers for the project were Jacquie Swaback of Urban Interdependencies (Sacramento, California) and Gwen Morgan of Work/Family Directions (Wheelock College, Boston, Massachusetts); Jacquie Swaback also helped to edit the final copy. The technical officer for the project was Gail A. Price, a community planner with the Montgomery County Planning Board. Patrick Hare, also a community planner with the Montgomery County Planning Board, provided valuable guidance and critiques of the reports throughout the process. An advisory group, the M-NCPPC Child Care Group, was composed of Montgomery County Planning Board staff; Montgomery County agency representatives, representatives from the child care community; and consultants provided advice and support during the contract period.

The Montgomery County Council provided funding for the three child care studies. The studies were conducted during the summer and fall of 1986. The results of the three studies will be presented to the Montgomery County Planning Board in early 1987. A list of the members of the M-NCPPC Child Care Group and a copy of the Montgomery County Planning Board's Child Care Policy follows.

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Montgomery County Planning Board

Policy Statement
(January 1985)

Child Care Services in Montgomery County

We support County Executive Gilchrist's recent Policy Summary on Child Care Services in Montgomery County and agree to work in partnership with other public agencies "to enable, support, and enhance the provision of child care services through the private sector."

The accessibility of child care facilities and the availability of appropriate transportation and recreational opportunities are important elements of our community planning effort. We will continue to work with other public agencies and private citizens to address child care issues.

The role of M-NCPPC in Montgomery County includes community land use planning, approval of development proposals, and development and management of the park system. M-NCPPC is also a major employer in the County. In its various capacities, the Montgomery County Planning Board will address the following issues related to child care services:

Community Land Use Planning:

- Provide demographic data by census tracts and planning areas.
- Support appropriate expanded use of public buildings for child care.
- Consider child care needs in the review of the zoning ordinance, including a review of existing standards related to child care and an exploration of the possible incentives that might be provided for developing new facilities for child care.
- Incorporate child care needs in community facility planning and in recommendations for updating of the Master Plans in Montgomery County.

Park System:

- Explore additional use of Park property and buildings as potential sites for child care.
- Support the development of innovative play areas.

As an Employer:

- Investigate and address the child care needs of our employees.
- Encourage a Commission-wide initiative to assist our employees in meeting their child day care needs.

EXECUTIVE SUMMARY

The principal purposes of this study are:

1) To analyze the community impact of child care centers operating in recreation or community buildings, schools, and modulars in park or park-like settings;
2) To analyze site planning factors for child care centers in park settings;
3) To suggest site planning guidelines; and
4) To discuss both the planning and land-use implications of child care centers in existing buildings or modulars in park settings.

The survey results are discussed in Section III.

FINDINGS

Survey of Operators

- The majority (87%) of children attending child care centers and recreation program are passengers in cars to the sites.
- Child care programs and summer recreation programs generally operated between 7:00 A.M. - 6:30 P.M.; many recreation programs operated between three and six hours each day.
- The average number of employees working full-time in child care centers was 9.5; the average number in the recreation programs was 7.8.
- Child care operators noted difficulties in obtaining insurance and retaining low cost plans. Programs operating under the auspices of County school systems experienced no insurance problems since they were incorporated in system-wide insurance policies.
- Children attending child care centers and recreation programs in community centers and schools during the summer came from various locations - sometimes far beyond the immediate neighborhood.
- Operators generally felt their programs were either well received or that neighbors showed little or no concern about such programs in their neighborhood.
- Neighbors were concerned, however, about traffic and parking problems in six of the seven sites. Centers

serving 40-60 children had little or no impact; centers serving more than 60 children had a greater impact.

- Operators appear to respond quickly and sensitively to the complaints of neighbors, recognizing the importance of good relations with community members in order to retain support of their programs.
- Fifty-seven percent of the programs added some type of fencing or landscaping to their property to either create boundaries for the play areas or for security reasons.
- Fifty-seven percent of the programs permitted children to play throughout the property surrounding the buildings.
- Operators incurred various expenses for direct approval costs, landscaping and fencing, sprinkler systems, alterations to codes, construction, indoor and outdoor equipment, professional services, and unanticipated costs. The costs are both facility and site specific. The majority of centers operating in public community facilities had rather modest costs associated with their programs.
- Child care centers and recreation programs in community centers did not go through the zoning special exception process. Most public facilities readily met licensing requirements.

Survey of Neighbors

- Eleven of the 16 neighbors (68%) were home most of the day.
- Sixty-nine percent of the neighbors felt enthusiastic or positive about having a child care center located in their neighborhood. Nineteen percent were neutral and only 12 percent of the respondees were either uncomfortable or very negative.
- Neighbors of programs in community centers and in closed or open schools have generally not changed their views for the worse about these programs.
- Traffic, parking, noise, and the quality of the program seem to be the main concerns of neighbors of programs in a variety of settings.
- Thirty-one percent of the neighbors indicated that there had been changes in the visual aspects of the grounds in order to operate a child care or recreation program.

- Sixty-two percent of the neighbors indicated that the child care or recreation programs have not caused any significant increase in the noise level of the neighborhood; thirty-one percent of the neighbors indicated that there was some increase in the noise level.

- Neighbors adjacent to or across the street from child care programs on school property indicated a slight increase in traffic. There was a substantial increase in traffic at the center for 146 children located in a closed school.

- Neighbors generally perceive the operators of child care and recreation programs are both cooperative and willing to work on issues related to the impact of the center on the neighborhood.

- Fifty percent of the neighbors felt litter or trash was attributable to the child care program or recreation center.

- In general, neighbors demonstrated an understanding about the important services that child care centers and recreation programs provide to the community. There are both benefits and disruptions from the operation of such programs.

- Neighbor are most receptive to child care programs operating in open schools, although it appears that most of the children attending these centers do not necessarily live in the immediate neighborhood.

Parent Transportation Survey

Means of Transportation

- Ninety-nine percent of the parents drive their children to the centers; one child arrived by bicycle and one-family used mass transit.

Origin and Destination

- The majority of total trips (82%) were between home and work.

- Seventeen percent of the trips were to and from the home, including parents bringing children to summer programs or working/studying at home.

Stops

- Sixty-two percent of the parents did not plan and stops on route; the remainder ran errands, used Metro or took other children to a different location for day care.

Number of Children Picked-Up or Delivered

- Seventy-four percent brought one child in the car, twenty-two percent brought two children and four percent brought three children, including siblings or carpool members.
- Seven percent indicated they participated in a carpool.

Number of Trips

- Eighty percent of the parents drove twice a day (81% of these drove five days a week).
- Eighteen percent drove one trip per day five days a week, often sharing the driving with a spouse.

Variation During the School Year

- Fifty-two percent reported no variation in schedule during the school year; sixteen percent attended the program in the summer only.

Variation in Inclement Weather

- Seventy-one percent of the parents indicated that their schedules do not change in inclement weather; the remainder noted that variations were due to changing school schedule and traffic problems.

Public Transportation

- Eight percent of the parent's used public transportation (predominantly Metrorail) to the five centers. The majority of those using Metro termed it very convenient.

Parking

- Two-thirds of the parents (67%) believed parking at the day care center was good, twenty-two percent called it average, seven percent felt it was difficult and three percent very difficult. The parents who noted parking was very difficult were all at one center.
- Fifty-five percent said parking was the same in the morning and afternoon, twelve percent noted parking was more difficult in the morning and sixteen percent noted more difficulties in the afternoon.

Safety

- Sixty-one percent noted the safety of delivering or picking up children was very safe; thirty-four percent felt it was reasonably safe.

Location Preferences

- Sixty-one percent preferred the current location of their child's day care center; the remainder of the respondents indicated a preference for a site closer to home rather than town on a two-to-one basis.

Age of Child

- Ninety-one percent of the children at the centers were between three and ten years old with a median age of seven; most of the programs served primarily school age children.

Conclusion

- Parents generally seemed comfortable with the parking and safety at the park/community center settings.

Traffic Count

A traffic count was taken at five park/community center day care settings between 7:00 a.m. and 9:00 a.m. and 4:00 p.m. to 6:00 p.m. In addition, counts were made at two centers between 9:00 a.m. - 11:00 a.m., and at one center the count continued throughout the day. Four of the five centers contained more than one program.

Arrivals and Departures

- There was a tendency for arrivals to cluster between 8 a.m. and 9 a.m.; the highest traffic count was for a large center with part-time and full-time programs near a major medical research center.
- During the mid-day period (9:30 a.m. - 12:30 p.m.), 64.1% arrived between 9:00 a.m. and 10:00 a.m. During the p.m. peak period (4:00 p.m. - 6:00 p.m.), 70.2% arrived between 5:00 and 6:00 p.m.

Number of Children Dropped Off or Picked Up and Vehicle Occupancy

- Throughout the day, the average number of children delivered or picked up ranged from 1.0 to 1.3 per car; the average total vehicle occupancy during a.m. and p.m. peak periods was approximately 2.4.

Parking

- The average maximum number of cars parked per center ranged from a low of 4.3 in the early morning to 42.0 between 10:00 - 10:15 a.m., reflecting there was parking for other programs during that time.

Cars in Line to Pick Up or Deliver Children

- The average numbers of cars present to pick up and deliver children was 3.3 during the a.m. period, 2.0 during mid-day, and 3.6 in the peak p.m. period.

Number of Children Arriving by other Means

- During the morning 5.3% of the children arrived by other than automobile, 7.4% of the children during mid-day and 1.4% during the p.m. peak period.

Conclusions

- The traffic flow at park/community centers was heavy but steady; the most active traffic period was between 5:30 - 6:00 p.m. Most drivers delivered one child to the centers, very few arrived by other than automobile. Three of the five centers had adequate parking and no safety or traffic problems. Delivery of children was hindered at centers with inadequate parking and multiple programs operating simultaneously.

Traffic Counters' Observations

- The volume of traffic and mixed-use sites during a.m. and p.m. periods made pick-up and delivery areas busy but generally acceptable with the exception of one center where traffic conflicts were fairly severe. In the majority of the centers there were not significant conflicts between programs, difficulties associated with delivering children or parking. In order to minimize traffic and parking conflicts, however, centers with multiple programs should stagger the starting times and provide more than one entrance.

Physical Site Assessments

The physical site assessments conducted during site visits included the following: building description, lot size and floor area ratio, portion of the site or building used by child care, site plan sketch, and site description.

Site Planning Standards and Guidelines

The following items should be included in the site plan review: site features, building locations, landscaping, parking, adjacent property uses, access roads, preliminary floor plan, plan of outdoor play space, vehicular and pedestrian circulation plan, preliminary statement of building and fire code, minimal parking standards, designated drop-off and pick-up zone, natural light, views and verdictation, entrance and exit accessibility and control, security outdoor lighting, provision for maintenance, and availability of utilities.

The consultants recommends that between 1/3 to 2/3 of an acre may be required for a child care program within a new multi-use park facility or siting of a modular both with and without existing public utilities on public property.

The consultant further notes that for future parks, an area be designated to incorporate a future child care center, whenever possible. The Park staff notes that one of the major difficulties is that park sites are generally designated a specific size to accommodate a certain number or type of facility. If decisions are not made early enough in the process, it becomes more difficult to provide sufficient space for both child care and other facilities or activity areas simultaneously.

Child Care: Parks and Community Facilities

The consultants used the following criteria to examine the suitability of various park types for child care facilities: size of the park, environmental and topographical conditions, potential for accommodation of either a modular child care facility or dedication of space within an existing park building, vehicular access, access to utilities, minimal impact of child care facility on general park activities, and minimal impact of child care facility on abutting private residential zones. The following Montgomery County park types seem suitable for site investigations: local parks, recreational parks, residential neighborhood parks, and stream valley park "nodes."

Various studies have been conducted regarding the use of recreation and community centers. The vast majority of recreation centers meet the basic requirements for child care programs. In the underutilized centers, alternative uses such as child care has been recommended as one of many potential users. Staff members of both the Department of Parks and the Department of Recreation expressed concerns about the use of existing and proposed child care modular units in various park settings. Some of these concerns included: maintaining sufficient numbers and types of community recreational opportunities while providing opportunities for both part-time and full-time child care or preschool programs, providing sufficient storage for multiple users of facilities, determining responsibilities for insurance, liability, maintenance and cleaning, and maintaining appropriate aesthetic and compatibility standards with facilities and programs on park property.

Both closed schools and community centers are excellent resources since they are often readily licensable and have appropriate equipment and space to meet the needs of children. Modular units are another fine facility resource for child care and recreation programs.

SECTION I

INTRODUCTION

Purpose

This study analyzes the community impact of child care centers operating in recreation buildings, modulars, and schools in park settings throughout the Washington metropolitan area. Although nursery school programs operating for a few hours each day have leased space in community centers for some time, to date very few local park or recreation agencies have leased their buildings for full-day child care programs. Due to these limitations on the number of potential subjects, the consultants also interviewed operators leasing space in schools located adjacent to parks and modulars on school property in order to replicate park settings and conditions that could arise from child care programs operating in close proximity to educational or recreational programs. During the study, seven child care operators and sixteen neighbors of the child care centers were interviewed. In addition, a transportation survey, including surveys of parents, a traffic count, and separate observations of traffic counters of transportation and traffic issues, was conducted.

The principal objectives of this study are the following:

- To determine the impact of child care facilities operating in park settings on both the immediate community and on educational and recreational programs conducted on the site;
- To analyze site planning factors for child care centers in park or park-like settings including traffic, parking, outdoor play area, safety, security, buffering from adjacent activities, and landscaping based upon both physical site assessments and surveys;
- To suggest site planning guidelines for child care in both existing and modular buildings in park settings; and
- To discuss the planning and land-use implications of child care centers in community buildings, including recreation buildings, modulars, and schools in park settings.

Although the study was originally designed to study the feasibility of child care centers in park facilities, including community centers and modulars in Montgomery County, many additional child care activities have taken place during the course of the study. The study notes more recent examples of child care in parks. The study also provides a thorough analysis of the various impacts associated with child care programs in park-like settings in both the Washington area and in communities in other parts of the country.

SECTION II

LITERATURE RELATED TO CHILD CARE IN PARK BUILDINGS OR ON PARK PROPERTY

National Examples of Child Care in Park Buildings and Property

Although preschool programs such as nursery schools have traditionally leased space in recreation and community centers from park departments, it is less common for child care programs to have sole use of these buildings during the day. There are a few examples, however.

In Irvine, California a resolution was passed approving a conditional use permit for the development of a multi-service center located within Heritage Park in the Village of El Camino Real. The permanent structured programs include a fine arts building, youth services program, and library. The interim child care center consists of four modulars combined into a single building; the center will have a capacity for 45-50 toddlers and pre-school children. The original intent was that the interim center be used until other permanent child care centers are developed within the immediate area to absorb the child care need.

The child care facility located in Heritage Park will be leased to a qualified child care management firm through a contract with the city. The provider will be responsible for maintaining minimum state licensing requirements, assume general custodian and maintenance of the facility and assume costs of utilities including installation of phone, phone costs, water, heating and electricity. By leasing the facility out to a child care provider, the city will substantially reduce its liability for the operation of the facility. The provider will be required to provide a minimum of $1 million in liability insurance and will also list the City as an insured party under their policy.

In addition to the center in Heritage Park, the city council approved two other park sites for child care programs. The first center, a permanent, free-standing building will be located across the street from the Civic Center in Civic Center Park. The $1.2 million dollar facility will serve 100 children, including infants, toddlers, and pre-school children. The expected completion date will be August, 1988; expected occupancy date will be September, 1988. The second center will be located at the Woodbridge Community Park. The part will be a passive park designated as a human services park.

The proposed multi-service site, composed of three permanent buildings, adjacent to a sculpture garden, will consist of a senior center and an adult day care center, an infant, toddler, and pre-school center, and a community center building which will offer many programs including school-age program. Its completion will be dependent upon the passage of a park bond in 1989. During the interim, however, modulars have been installed on the site for a Senior Citizens Center. There is also an effort underway to secure funds to add modulars for child care.

In addition to park sites for child care, the Irvine Child Care Project, a quasi-public, non-profit agency composed of public school system and city representatives, administers child care modulars on elementary school sites. Each modular serves approximately 50 children. Since the original siting of the modulars on school property, the units have been retrofitted for plumbing and toilet facilities. The retrofitting costs have been approximately $20,000 per site. In general, the siting of modulars on school property has been successful. Many child care operators have reached agreements with school principals to have access to school facilities such as the multi-purpose room or computer lab for special activities.

The City of Irvine has been dealing with a variety of land use and zoning issues by planning and implementing child care centers in modulars and permanent structures in park settings. According to local child care planners, the planning commission is engaging in an on-going debate about the appropriateness of converting a passive park to a semi-active park. In terms of zoning and land-use, two recent activities should be noted: (1) a zoning change permitting child care in all community and neighborhood parks was recently passed; and (2) any future developments of park and school sites will include 1 - 1-1/2 acres to be designated as a potential child care site. Many of these activities may serve as examples for other communities.

In Seattle, Washington, the Department of Parks operates before and after day camp programs from 7:00 - 10:00 A.M. in the morning and 4:00 - 6:00 P.M. in the afternoon. During the school year they run school-age latch-key programs from 4:00 - 6:00 P.M. only.

Local Child Day Care Facilities in Park Buildings and Property

The Montgomery County Department of Parks has leased space for a few hours each week in community centers to nursery schools for many years. However, any full time child care programs will require additional leasing arrangements outlining responsibilities for the repair and maintenance of the buildings, issues of compatibility with other community programs and renovations in order to meet licensing regulations which nursery schools may not have to comply with since they are usually half-day programs. Prior to the study, the Montgomery County Department of Parks had not leased space in existing buildings to full-time child care programs, although in-house studies had indicated that underutilized Park buildings may be appropriate for other uses, such as child care.

During the data collection period for Child Care in Park Settings, the first park designated for a modular was Martin Luther King, Jr. Park, in White Oak, Maryland. All agency approvals have been received, a site preparation is pending. The modular will be placed within close proximity to the "Playground for All Children," a playground designed for children with disabilities.

Several existing park buildings have been leased to child care providers for school-age and preschool programs. One school-age program, an expansion of the existing program, uses a park building for a before- and after-school program; another, the preschool child care program is temporarily leasing a recreation center until their facility, a public school building, is renovated. The leasing of the park buildings was done in response to specific requests for facilities; many have operated in these facilities for some time. The Parks Department is currently examining the fees for the use of various buildings by child care programs. Further leasing of such buildings will be linked to a systematic approach to this issue related to the agency's child care policy.

Child Care in Schools and Community Buildings

Child Care and Recreation programs often operate in open schools, community centers or in closed schools. In the City of Falls Church, a child care program operated for a year, on a temporary basis, in a recreation center but was not in a park setting or a park-owned building.

In Prince George's County, Maryland there are several child care programs for school-age children in school settings, community centers and in park/school settings. In Ellicott City, Howard County, Maryland, the recreation department operates a "Kinderplace" program from 7:00 A.M. to 5:00 P.M. which they term "extended recreation care." The program is offered on a seasonal basis, during holiday and school vacations, and parents have to preregister for the program.

In St. Mary's County, Maryland, the recreation department runs a day care program in the school as well as in a church building. The child care centers lost funding several years ago and the recreation department was asked to administer the program to ensure that low-income children receiving social services would continue to receive the services. The recreation department was the logical agency to continue the delivery of services since it was already operating some children's programs.

The program in St. Mary's County is rather unique, too. The director placed one day care program in a duplex home with a court and playground in the back of the property. The director also runs two programs in a church and in a school. He does not run any day care centers in a park setting as yet. However, he has been looking at modular units and has considered placing one in a park adjacent to an elementary school.

In an interview with the recreation director, in the Ellicott City program, he indicated that the center is very small. There is a conflict between teenage programs and the day care program. There is a problem with limited space - three different rooms; they have an active room and a quiet room and the third room is very small and is used in a variety of ways. They have to share a parking lot and is adjacent to a play area which allows for outdoor activities.

SECTION III

SURVEY RESULTS

Introduction and General Methodology

The potential sample was identified by contacting licensing agencies and recreation departments in various jurisdictions throughout the Washington metropolitan area. Licensing specialists provided a list of centers that existed in park or community center settings. Recreation department administrators also provided information on particular community centers that provided child care before and after regular recreation programs or housed child care centers.

Summary of Survey Results

The five sites and seven programs were in very diverse settings. They represented various types of programs for children. They were selected in order to study the impact of such programs on the neighborhood and the conflict/compatibility issues that may exist when programs such as recreation and child care share indoor and outdoor space in park-like settings.

Seven child care programs in various facilities were selected for study. They represent a variety of models located in park, community center, and school settings (see table 1). One is a child care center housed in a modular, adjacent to an open public elementary school building. A second site is a school-age child care program in a closed school building located in a park setting. Two other programs are located in a community center that was once an elementary school. The building is currently leasing space to a child care program for preschool children, a recreation program, a private school for emotionally disturbed children, and a visiting nursing agency. A school-age child care program based in an open elementary school and a recreation program that shares playground space and use of the building (in the summer only) were also studied to assess the compatibility of such programs and the impact on the neighborhood. Finally, the consultant studied a second community center serving an impressive number of children in recreation and adult programs, including a senior adult day care center.

The study consisted of both site visits and telephone interviews with operators and neighbors of child care centers and recreation programs. In addition to the interviews, the architect conducted site visits in order to prepare physical site assessment of selected sites. In addition, there were several interviews with parents whose children attended the child care center based in the modular and with the principal operating the elementary school adjacent to the modular. Seven operators of four child care programs and three recreation programs agreed to personal interviews at their sites. Sixteen neighbors of the seven sites agreed to be interviewed; twelve personal interviews were conducted in neighbor's homes and three were conducted by telephone. One neighbor mailed her completed questionnaire.

Survey Instruments and Interviews

Three separate survey questionnaires were developed (see appendices A, B, and C) and used during interviews with child care and recreation program operators. One questionnaire was adapted from a survey form that was used to interview operators of small group child care centers in residential areas and a survey instrument that was used to interview neighbors of such programs.

The questionnaires consisted of both closed and open-ended questions. The questionnaires covered a wide range of subject, including licensing procedures, costs for start-up and build-out expenses, relations with neighbors and impact on the neighborhood. Interviews with the neighbors of child care and recreation programs in community centers included questions on traffic, parking, and other issues that potentially affect neighborhoods as a result of child care and community programs.

Interviews were scheduled during a two-month period in the summer. Interviews with center directors were scheduled in advance by telephone and usually took between two and three hours. The interview often included a tour of the facility. Interviews with neighbors took approximately 45 minutes by telephone and one hour in person. These interviews were not prescheduled but occurred after the consultant contacted neighbors who lived either adjacent to or across the street from a designated study site.

SURVEY OF OPERATORS

The consultants used a questionnaire to survey the operators of various programs. It was adapted from a survey originally designed for operators of small child care centers serving 7-20 children in residential areas. A copy of the survey is attached in Appendix A.

Licensed Capacity and Enrollment

The survey of operators of child care and recreation programs included four child care programs and three recreation programs based in community centers, closed and open schools, and a modular unit located on school grounds next to an open elementary school. The four child care centers are licensed facilities; the three recreation programs do not need to be licensed under present state laws in Maryland and Virginia. The average licensed capacity of the four centers was 86. During the summer months the enrollment dropped slightly as a result of summer vacations and other program options. The recreation programs, on the other hand, were almost three times the size of the child care programs. The average enrollment in recreation programs was

181 children. The average enrollment in a child care center was 81 (see tables 2 and 3).

Hours of Operation

The operating hours of child care centers were generally longer than those sponsored by recreation programs in community centers. Child care centers opened as early as 7:00 A.M. and closed as late as 6:30 P.M. A recreation program in a community center was open as long as 7:30 A.M. to 6:30 P.M. during the summer months to accommodate working parents of school-age children and provided "extended hours" before and after camp programs. Recreation programs usually operated for between 3 and 6 hours (see table 4).

Number of Employees in the Programs

The average number of employees working on a full-time basis was 9.5 in the child care centers. The average number in the recreation programs was 7.8. Part-time employees average 4.6 in the child care center and 1 in the recreation programs (see table 5).

Insurance

Child care center operators indicated greater difficulty in both obtaining insurance and retaining low cost plans. The child care program in the closed school had their insurance raised several thousand dollars in the past year. Child care programs and recreation programs based in County school systems experienced no insurance problems since their policies were incorporated in the larger school system's insurance policies.

The recreation program sponsored by a small city and which works closely with the child care program that operates during the summer months did have to develop more stringent operating policies with regard to hiring staff and using volunteers in order to maintain their reasonable insurance rate. According to the operator, the insurance companies were scrutinizing both the child care component and the recreation program (see table 6).

Transportation

All of the programs surveyed used private transportation companies to arrange field trips for the children enrolled in their programs. Both private vans or buses rented by the day and County school buses were frequently used to provide transportation (see table 7).

Only two programs transported children from school to child care sites. With the exception of school-age programs in school buildings, vehicles were used primarily for transportation during field trips and were not used to pick-up and deliver children to the site. The school-age programs (one in an open school and one in a closed school) used city and County school buses to bring the children to the child care site (see table 7).

Types of Field Trips

Children in the programs took a variety of field trips. Children are transported to city museums, theatres, the zoo, animal farms, nature centers, the library, and in one recreation program, the children go camping (see table 8).

Means of Transportation To and From the Programs

The majority (87 percent) of children attending child care centers and recreation programs are passengers in cars to the sites. Only 21 percent ride their bikes, carpool or ride the school bus. Four percent of the children walk to the programs and 3 percent take public transportation. (See table 9).

Geographical Locations Served by the Programs

Children attending child care centers and recreation programs in community centers and closed or open schools came from various locations -- sometimes far beyond the immediate neighborhood. With the exception of the school-age child care and recreation program operating in a small city, children came from several sections of a county, other cities, and other counties to attend particular programs. Parents chose programs convenient to their work as well as to home. However, 98 percent of the children attending a recreation program in Arlington, Virginia were from the immediate area, defined as within ten blocks. Interestingly, in the same facility, in a child care center for preschool and kindergarten children, only 60 percent of the children came from the immediate area.

Even more dramatic, are the figures from the child care center based in a modular unit adjacent to a public school. Only 26 percent of the children come from the immediate neighborhood. Parents expect to use the preschool program and then transfer their children into the public school program and extended day care center. In Montgomery County, it is possible for working parents to request such an arrangement (see table 10).

Operators' Perceptions of Neighbors' Attitudes and Concerns

Operators generally felt that their programs were either well received or that neighbors showed little or no concern. Only four of the seven operators were associated with their respective programs at the time of the center's opening, however. Generally, the operators' perceptions of their neighbors were consistent with the neighbors' responses.

The operator of the recreation program in a community center was most aware of the neighborhood involvement in the planning stage of the development of the community center. The operator noted that gradually, over the past five years, the community has demonstrated little interest in the programs, with the exception of those neighbors with children. Operators of large programs which cause a potentially greater impact on the neighborhood tend to cite neighbors' concerns regarding traffic, litter, and playground management (see table 11).

The operators of child care and recreation programs were very specific about the concerns that they perceived neighbors to have, such as traffic, noise, litter, and parking. (See table 12.) The operator in the child care center in the modular unit noted the neighbors' concerns had about a propane tank that was installed without any protective screen and the need to plant shrubbery to better conceal the play area from the neighbors.

Operators' views of neighbors' concerns were generally consistent with the neighbors' responses. For instance, the operator of the school-age child care program in the closed school talked openly about the neighbors' complaints about drivers exceeding the posted speed limit and the lack of sufficient parking during the soccer and football seasons.

The operators of the child care and recreation programs in a community center seemed more aware of parents' and neighbors' parking problems than some of the neighbors. It was the operators, not the neighbors, who initiated a request to the county for a 15 minute drop-off and pick-up lane for three to four vehicles at some sites.

The operator of the recreation program in a second community center noted problems related to the placement and the aesthetics of the outdoor play equipment. She did not comment, however, on traffic or parking problems which neighbors across from the center were concerned about.

Neighbors' Views of Traffic, Parking, and Noise

Neighbors were concerned about the traffic and parking problems in six of the seven sites. Comments such as "neighbors worry about too much traffic and too much, too speedy" reflect the neighbors' views. Six of the seven operators reported community concerns about parking such as "too congested," "neighbors feel imposed on," and that "parents park in fire lanes."

The operator of the child care center in the modular unit stated that the neighbors expressed concern about noise. Neighbors next to the rear of the grounds of a community center complained that the placement of the equipment close to their property would increase the noise of the children. The remainder of the operators did not report any problems or minor ones, as in one case (see table 13).

Operators' Strategies to Address Neighbors' Concerns

Operators appear to respond quickly and sensitively to the complaints of neighbors, recognizing the importance of good relations with community members in order to retain support of their programs. Operators responded to parking problems by requesting and activating a 15-minute drop-off lane for about four cars adjacent to a community center sponsoring a child care program and a recreation program. Complaints about parking in fire lanes continue despite operators' efforts, through flyers and verbal reminders, to notify parents not to park in the fire lane.

Neighbors concerned with the aesthetics and placement of equipment met with community agency staff and County leaders to resolve various problems. The community is also experiencing difficulties with trash and rats; a study of the problem is underway.

Neighbors of the child care center housed in a modular unit were very concerned about the aesthetics of the building and insisted on screening by planting trees. Several did not survive the winter. Neighbors continued to call to request that the trees be replaced but it was not possible until the spring. This same group of neighbors, four years later, have only positive comments to say about the program, upkeep of the grounds, and the value it has added to the neighborhood (see table 14).

Fencing and Landscaping

Fifty-seven percent of the programs added some type of fencing or landscaping to their property to either create boundaries for the play areas or for security reasons. Chain link fences were used in all cases (see table 15).

Operators' Views About Trash Collection

All but one operator indicated that their trash collection was adequate. Both the child care center in the modular unit and the school-age child care program in the closed school arrange for private collection. The operators indicated that collection schedules proved inadequate only when neighbors used the center's dumpsters for their own needs.

A recreation program operator in a community center complained of inadequate service and is working on the problem with county officials. It is this particular program that is having problems with rats and some complaints from the neighbor (see table 16).

Outdoor Play Arrangements

Fifty-seven percent of the programs permitted children to play throughout the property surrounding the buildings. Forty-two percent of the programs used school grounds. One program for school-age children was housed in a closed school that was located on park property and were able to use all the facilities of the park (see table 17).

Operators' Perceptions of Problems Caused by Neighbors

Seventy-one percent of the operators interviewed indicated that neighbors caused some type of problem. The program in a park setting is often plagued by dogs running loose and neighbors using their dumpster. Other operators complained of older children who hang out on the grounds while their programs are operating using foul language and treating children in a rough manner.

The operator of a recreation program in a community center reported some vandalism when the building is closed on week-ends and was also concerned about neighbors who put their tree trimmings and shrubs in the community center's dumpster.

The operator of the programs in the modular unit and in the second community center reported no problems with neighbors (see table 18).

Operators' Expenses to Prepare or Renovate Facilities for Child Care Centers and Recreation Programs

All operators were asked about expenses incurred for direct approval costs, landscaping and fencing, sprinkler systems, alterations to codes, other construction, indoor equipment, outdoor equipment, professional services, and unanticipated costs. The results are noted in table 19. As the results suggest, the majority of the operators did not give responses to all categories. Since so few responded, it is difficult to make reasonable generalizations about the range of costs associated with each category. With the exception of one center in a community center which had a very large fee for landscaping and fencing ($50,000), most centers noted indoor and outdoor equipment as a common expense. A few centers also had expenses related to additional alterations to meet codes, professional services (legal, financial, etc.), and other costs such as a parking lot, roof repair, or insurance. With such wide variation, it is clear that the issues are both facility and site specific. The majority of centers, operating in public community facilities, had rather modest costs associated with their programs.

Zoning and Licensing Issues

The child care centers and recreation programs in community centers did not need to go through the zoning special exception process. The child care programs are licensed by County health agencies or child care agencies. The recreation programs did not because their programs are short-term and the hours are short (between 3 to 6 hours). School and community center locations are excellent because they help to reduce the legal expenses involved with starting up a child care program, if a zoning hearing is required. Such facilities often readily meet licensing regulations for child care programs, since they are equipped with the appropriate number of toilets, large indoor play spaces (gymnasiums) and commercial kitchens. The fewer changes an

operator needs to make to a facility, the lower the start-up costs.

With the exception of the child care center in the modular units, all but one of the child care and recreation programs studied are in existing school buildings that (in all but one case) have been turned into community centers (see table 19).

Summary of Impact on Neighborhoods

Based on the results, it appears that for those sites studied, the child care programs serving between 40-60 children have little or no impact on the neighborhood with respect to traffic, parking, litter, and noise. Child care programs that serve more than 40-60, however, tend to have a greater impact upon traffic, parking, etc. Neighbors were very aware of the increase in traffic as the child care program grew larger and larger in the Bethesda community.

Facilities with multiple programs such as community centers with several recreation programs and day care programs (child or senior care) operating simultaneously, provoked greater traffic and parking problems.

Operators noted that vandalism and accumulation of litter and trash are either non-existent or minor with respect to the operation of child care or recreation programs in a neighborhood. In some instances, the neighbors believed that both the community programs and open schools reduced the amount of vandalism within the neighborhood. Litter and trash problems were more often attributed to school-age children who attended elementary school programs and to teenagers who congregate at the centers than to the children in the child care or recreation programs. Some of the operators reported problems with their neighbors using the dumpsters for their own private use. The overload of trash did not leave sufficient room for the children's programs' trash.

Neighbors reported the importance of maintaining on-going communication with civic associations and operators of programs in order to share common concerns so that operators know the needs and interests of the community as they plan their programs.

SURVEY OF NEIGHBORS

A survey of 16 neighbors of 7 child care and recreation facilities was conducted in order to determine the impact of these programs on the community residents in close proximity to the centers. The consultant interviewed 16 neighbors who either live next to or across the street from the sites as well as those closest to the nearest cross street; the interviews were either in person or by telephone. A copy of the survey instrument is attached in Appendix B.

Profile of the Neighbors

Eleven of the 16 neighbors (68 percent) were home most of the day. One neighbor was home part of the day and one reported that he is home but sleeping since he works a nightshift. Eighteen percent indicated that they work outside the home during the day (see table 20). Of the 11 neighbors who were home during the day, 4 were homemakers, 2 operated a business out of their homes, 3 were senior citizens, 1 combined homemaking with running a small business, and 1 senior citizen operated a small mail order business from his home (see table 21).

Neighbors' Attitudes

Sixty-nine percent of the neighbors felt either very enthusiastic or positive about having a child care center located in their neighborhood. Nineteen percent were neutral and only 12 percent of the respondees were either uncomfortable or very negative (two responses). Comments such as "we love the kids here" or "we need more of it" reflected the general attitude of the neighbors (see table 22).

Neighbors' Attitudes: Past and Present

The neighbors across the street from the private modular unit located on public school property were most upset when the child care center was started in their area. According to the neighbors, they had not been notified about the program and were not aware of it until the truck arrived to assemble the modular unit. They were upset with the aesthetics of the facility and the safety aspects of propane tanks exposed next to the building.

The neighbor adjacent to the child care center based in a school was concerned about the number of youngsters hanging out on the school grounds and was philosophically opposed to having her taxes used "to take care of other people's children." (The funds were coming from the City of Falls Church to start the program.)

Neighbors adjacent to the community center, which had originally been a school, loved the idea of the community center since their children participated in the activities and they knew that they were being well-supervised.

Sixty-two percent of the respondees indicated that they were either not aware of the programs developing or didn't have an opinion about them (see table 23).

Present Time

Neighbors of programs in community centers and in closed or open schools have generally not changed their views for the worse about these programs. One neighbor actually stated that she feels more positively about the child care program in the community center near her home. The neighbors across the street from the child care center in the modular unit feel more positively about the program. The operator has provided the appropriate screening of the site, fenced in the propane tanks and the neighbors perceive the program to be very well supervised.

The neighbor adjacent to the child care center in the open school has fluctuated in her views about the center. "I know it's there but don't on the whole think about it." Her main concern is that when problems arise, she does not have a contact who will either listen to her concerns or directly respond to them.

Three neighbors pointed out that they had chosen their home because it was across the street or adjacent to a school when they had young children. As one neighbor stated, "We moved across the street from a school to begin with; the traffic has been minimal and the laughter of the children hasn't hurt anybody. I now believe it helps the property value."

The neighbor adjacent to a closed school with a child care program indicated that the center was there by itself for awhile until the County contracted with a main tenant. She noted that the grounds were not kept up during that period though she has no complaints about the present upkeep of the grounds or facility. She did complain about litter and believes some of it comes from the child care program. This center is in a park setting and is widely used by the community (see table 24).

Neighbors' Concerns Resulting from Child Care Programs or Recreation Programs in the Neighborhoods

Traffic, parking, noise, and the quality of the program seem to be the main concerns of neighbors of programs in a variety of settings. It appears that the programs in the closed school seem to have caused a dramatic increase in traffic as the program has grown from serving 50 children to almost 150! Traffic was a concern to neighbors of a recreation program in a community center but neighbors noted it was more the traffic generated by adult education programs and teenagers roaming through that area than parents of children attending recreation camp programs or tot classes.

The problem of noise was mostly a concern to the neighbor who sleeps during the day. He was bothered by the door slamming at the child care center as children arrive for child care between 7:30 - 9:00 A.M. and some noise during the day when school children play close to the fence which adjoins his property.

The quality of the program was of concern to three neighbors of a child care program based in a community center. A similar concern was raised by two neighbors of the child care facility in a closed school with regard to supervision of children. However, these reactions to quality are a matter of values and philosophy. Sometimes, neighbors expect children to be supervised 100 percent of the time yet school-age children are also in need of opportunities to experience time alone or with friends.

The neighbor across from a community center complained about the increase in the number of children from other communities who use the grounds to congregate and to smoke and drink. The youngsters walk through neighbors' yards to get to the community center and show a lack of respect for others' property (see table 25).

Visual Changes in the Grounds

Thirty-one percent of the neighbors indicated that there had been changes in the visual aspects of the grounds in order to operate a child care or recreation program. Four of the five neighbors noting changes indicated they were positive ones.* Sixty-two percent of the neighbors felt that there were no changes in the visual aspects of the property associated with the various programs.

The neighbors of the child care center on school grounds noted that the play equipment was better cared for with such a tenant. The neighbors across the street from the modular unit felt that the operator of the center was responsive to their requests to maintain the shrubbery. The trees planted to provide additional screening have improved the aesthetic quality of the grounds (see table 26).

Noise

Sixty-two percent of the neighbors indicated that the child care or recreation programs have not caused any significant increase in the noise level of the neighborhood. Thirty-one percent of the neighbors indicated that there was some increase in the noise level. A neighbor near the child care center based in a closed school felt that the noise was mostly due to the increase in traffic. Neighbors adjacent to the community center that sponsors recreation programs attributed most of the noise to the adult education programs and to the soccer games. One neighbor put it positively - "we can hear the children on the playgrounds but it is a very pleasant noise." (See table 27.)

Traffic Flow in the Neighborhood

Neighbors adjacent to or across the street from child care programs located on school property indicated there was only a slight increase in the traffic. Five neighbors indicated a slight increase had occurred since the child care programs started and one neighbor felt there was no increase.

The neighbors adjacent to and nearby the child care center in a closed school all indicated that a substantial increase in traffic had taken place since the inception of the program in

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* These results are consistent with those found in the study of neighbors adjacent to child care programs in residences.

1976. The program serves 146 children. The school has closed in the past four years and the building is leased by a YMCA. It operates a variety of adult education programs, including a child care program and a part-time nursery school.

Neighbors in several settings complained about the speed of the drivers as much as they complained of the increased traffic. The citizens association in the community in which the child care program is located in the closed school has implemented a traffic study. Their goal is to acquire a traffic light or stop sign along the street to slow down the cars. To date, however, they have not been successful in achieving their goal.

Two neighbors situated near a community center indicated a substantial increase in traffic and complained of cars screeching in and out of the parking lot and particularly up and down the street. One neighbor does not perceive any increase in traffic but lives on the opposite side of the entrance to the parking lot and does not experience the traffic flow (see table 28).

Problems With Trash or Litter

Fifty percent of the neighbors surveyed felt that litter or trash was attributable to the child care or recreation programs near their homes. Forty-four percent indicated that litter or trash problems were not related to the child care programs. One neighbor stated that she did not know which programs were responsible for these problems.

Neighbors adjacent to the open school buildings leasing space to two child care programs are aware that some litter may come from teenagers who congregate in the playgrounds. As one neighbor noted, "There is some litter but I can't assume that is attributable to the day care center."

Neighbors adjacent to both the open school and to the community centers indicated that the trash cans filled up quickly. It is possible that additional trash cans or more frequent pick-ups may be necessary to reduce some problems (see table 29).

Vandalism

None of the 16 neighbors viewed vandalism as attributable to the child care or recreation programs near their homes. As one neighbor indicated, "It's hard to attribute it to the day care center." Interestingly, one neighbor stated that vandalism has probably been reduced, since the child care center was the only program in the building for awhile. A second neighbor looked forward to the closed school in her neighborhood becoming a community center so that the building wouldn't be prey to vandals (see table 30).

Supervision and Safety of Children

Sixty-nine percent of the neighbors interviewed indicated that children were adequately supervised and controlled through fencing the play areas. One neighbor adjacent to a recreation program in a community center felt that there was inadequate supervision of the children and cited several incidents that supported his comments.

A neighbor who lives adjacent to the child care program in an open school cut down his bamboo bushes since the children were often found playing in them. He recognized that it was difficult for the staff to supervise them. Children based in the child care centers serving preschool children, such as those located in the modular unit and the community center, were consistently perceived as well-supervised (see table 31).

Sixty-nine percent of the neighbors felt that the provider adequately supervised the children or provided adequate fencing of the play area to ensure the safety of the children. Only one neighbor indicated that supervision was inadequate. Nineteen percent of the neighbors were uncertain about the operators concerns about safety of the children because they were not able to observe the program. One neighbor did not respond to the question (see table 32).

Neighbors' Assessment of Operators' Cooperation and Problem Resolution

The neighbors generally perceive the operators of child care and recreation programs are both cooperative and willing to work on issues related to the impact of the center on the neighborhood. Forty-four percent of the neighbors stated that the providers of services have been cooperative. Nineteen percent of the neighbors were uncertain, however. Nineteen percent gave no answers and 13 percent made comments such as "no interaction with them" and "no problems" (see tables 33 and 34).

Thirty-one percent of the neighbors stated that the providers responded constructively to complaints or comments. Thirty-seven percent responded with uncertainty and 19 percent of the neighbors didn't answer.

One neighbor who has been frustrated by several issues, particularly noise, stated that "I don't think they cared" and complained to various personnel at the child care center and in the city government to no avail (see tables 33 and 34).

Perceived Benefits Associated With Child Care Programs in Neighborhoods

In general, neighbors demonstrated an understanding about the important services that child care centers and recreation programs provide to the community. Though some had grown children or no children, many neighbors indicated they enjoyed having the children in the community. There were many positive comments. Several neighbors noted that child care centers offer options to working parents and that such centers use community buildings that would otherwise be vacant a quarter of the time.

One neighbor did not feel that the child care center in her area benefited the neighborhood. One other neighbor of the child care center in the closed school building said she knew of none in the immediate neighborhood who uses the facility and "it is not serving my needs." This type of comment, however, was clearly in the minority (see table 35).

Impact on the Resale Value of the Property of Neighbors

Thirty-eight percent of the neighbors felt that the child care or recreation programs had an impact on the resale value of their property. Interestingly, the neighbors across the street from the modular unit who were so upset when the unit was assembled all indicated that they were astounded at the recent selling price of a neighbor's home. Thirty-one percent of the neighbors indicated that the child care programs and recreation centers had no impact on the resale value of their property. Twenty-five percent of the respondents stated they did not know or were uncertain.

Comments such as "could be a drawing card especially because of the senior center" and "a house sold at a very good price -- at a substantial price" reflect the positive attitudes of some of the neighbors. Two neighbors indicated that the child care centers might be a reason for buying in the immediate neighborhood if the purchasers were working parents (see table 36).

Neighbors' Recommendations for Other Communities

Twenty-five percent of the neighbors mentioned that communications between neighborhood associations and operators of programs are essential in planning new programs and/or developing new dimensions of currently existing programs. One neighbor noted that the schools are excellent resources for child care or other types of programs.

One neighbor indicated that the centers should be small in order to provide several local facilities for child care. Two neighbors emphasized the importance of conducting a survey to determine neighborhood needs and the need to notify all the residents, not just those with families. One neighbor, in reaction to the situation in his own neighborhood, suggested that equipment not be placed too close to the neighbors' yards as a means of reducing both the noise and the impact of litter and trash (see table 37).

Summary of Neighbors' Responses

Neighbors of child care centers and recreation programs in residential neighborhoods experience both benefits and disruptions from the operation of such programs. Traffic, parking, litter and noise are the major areas of impact on neighbors. It appears that larger programs serving over 75 children tend to be more disruptive than child care programs serving 45-60 preschool children. Supervision of children on large playgrounds becomes more difficult for recreation and child care staff and becomes a disruption to neighbors if children stray into their yards or play in shrubbery adjacent to the fences.

Neighbors are the most receptive to child care programs operating in open schools, although it appears that most of the children using these centers do not necessarily live in the immediate neighborhood. The study suggests that programs in community centers serve hundreds of children and adults, particularly during the summer months. It appears that the traffic generated by many programs and the parking problems that result cause negative reactions by neighbors.

In order to overcome these difficulties, operators of community programs need to incorporate neighbors' ideas and concerns into the planning process, both at the onset and during expansion or renovation. Neighbors who feel the community programs benefit them either through needed services or through monetary gain will support those programs. Neighbors who feel that operators respond to their concerns or complaints will overlook some of the minor inconveniences or problems that a program causes in a neighborhood.

As planners develop public facilities and communities, it is important to design a park and schools to handle parking and traffic flows to accommodate possibly hundreds of cars generated by three or four substantial programs functioning simultaneously.

Schools and community centers are both excellent facilities for child care and recreation programs. In general, the buildings have been easily renovated to meet the needs of children's programs. The outdoor areas, including the parking and playgrounds, however, may need substantial renovation. However, comprehensive planning for new centers should reduce the potential disruptions to the citizens using school and park facilities.

SURVEY REGARDING TRANSPORTATION ISSUES

Introduction and Methodology

One of the primary areas of concern about locating child day care centers in park/community center settings is transportation. Since these locations often have a variety of programs operating simultaneously, the potential for conflict is great. Parents and participants in other programs worry about safety, convenience and parking. Neighbors worry about the center's impact on traffic flow and parking on adjacent roads. Government officials share these concerns and also consider the full and efficient use of public facilities. Everyone involved in the process seeks to protect the safety and welfare of the children.

In order to assess the impact of child day care centers in park/community center settings on traffic generation, parking, safety, and similar transportation issues, a survey was conducted at five locations. Two of the locations were in Montgomery County, Maryland; two in Arlington, Virginia; and one in Falls Church, Virginia. A count of day care related traffic was conducted at each site during peak A.M. and P.M. hours (see tables 38, 39, 40, 41 and Appendix C). One center was also surveyed from 9:00 A.M. to 12:30 P.M. and one throughout the day.

The survey was conducted in three parts. A survey instrument addressing a variety of transportation issues was administered to parents at each site (see table 42 and Appendix D). The second element of the survey was a detailed count of traffic activity. In addition, the traffic surveyors were asked to comment on their own perceptions of the situation in both the morning and the afternoon on a Traffic Counter's Observation Form for each site.

This section provides an analysis of the results of these activities. The proposed site planning guidelines are drawn from this survey and from the results of the Neighbor Impact Survey, the Operator's Survey and the physical site assessments.

This section shows that the transportation impact of child day care centers in park/community center locations varies greatly from center to center. In most cases, parents give high ratings to conditions at these and that the surveyor's, observations and the traffic count generally support parents' perceptions.

PARENT TRANSPORTATION SURVEY

The transportation survey of parents of children in park/community center settings offers an opportunity to evaluate the complexities of multi-program settings. Five centers were surveyed, resulting in 157 responses. All of the locations but one had more than one activity occurring during the period. Even at that one, parents indicated concerns about the traffic from the neighboring school during the academic year.

The traffic surveyors were instructed to concentrate on the families participating in the day care program at each site. Although the variation in hours among programs created a natural distinction between programs in many cases, the results are not broken down by program. It was frequently impossible to ascertain, even by direct questioning, which program children were attending. In addition, the results indicate that parents use summer day camp programs for child day care and that goals and concerns overlap regardless of the title of the program.

There was some variation among the responses in the park/ community center settings; nonetheless, a clear majority of the parents chose the same answer in almost every case.

Means of Transportation

Ninety-nine percent of the parents surveyed reported that they drive their children to the centers. Of the remainder, one child came by bicycle and one family used mass transit.

Origin and Destination

The majority of the trips included in the survey originated at the home or office and ended at the home or office, depending upon the time of day. Only one parent reported a different origin and three percent, a different destination. Most of the total trips, 82%, were between home and work while 17% were both to and from the home. The home-to-home figure probably represents two different uses of the center. Some proportion of the users are undoubtedly non-working parents seeking summer activities for their children. Some, however, as in the small residential centers study, appear to be parents who work at home or are serious students.

Stops

Over half, 62%, of the parents questioned did not plan any stops on the trip under discussion. The most interesting of those who did plan other stops were the 10% who reported taking other children to a different location for day care. It appeared that the park/community centers were used predominantly for school-age children, the median age was seven, while younger children were often enrolled in a different program. Another 24% of the parents reported stopping for gas, to use Metro, to shop or to socialize.

Number of Children Picked-Up or Delivered

Most of the respondents, 74%, brought only one child. Of the others, 22% brought two and 4% brought three. Only 7% reported participating in a carpool. Some of the cars with more than one child represented carpools; however, the majority appeared to be siblings.

Number of Trips

Some 80% of the parents drove twice a day, and 81% of these drove five days a week. The next most common response was one trip per day five days a week. This answer was given in 18% of the cases. When the parent was not in a carpool, the driving was most often shared with a spouse. Most of the remainder had children enrolled only 3 or 4 days per week.

Variation During the School Year

More than half of the respondents, 52%, reported no variation in schedule during the school year. Another 16% reported that the child attended the program in the summer only. Three percent did not answer the question. The rest indicated different hours or that the child is transported to day care by school bus, when school is in session.

Variation in Inclement Weather

Most of the respondents, 71%, indicated that their schedules do not change in inclement weather. Most of the remainder indicated that variations were due to changing school schedules and a few cited traffic problems. Eleven percent did not answer the question.

Public Transportation

Ninety percent do not use mass transit, three percent did not answer the question, and eight percent do use public transportation. Ten parents, or six percent of the total, use Metro. Of those, five termed it very convenient, four convenient and one adequate. The Metro users were fairly evenly distributed among the five centers. One person using the bus only termed it very difficult.

Parking

Two thirds of the parents, 67%, termed the parking at the day care center good. Another 22% called it average, 7% said difficult and 3% extremely difficult. All of those who called parking extremely difficult were at one site, as were nine of the eleven who called it difficult. Twenty-three of the 61 parents at that site also said that parking was more difficult in the afternoon than in the morning. Overall, 55% of the parents participating in the study said parking was the same in the morning and afternoon, 12% said it was more difficult in the morning and 16% said more difficult in the afternoon.

Safety

Most of the respondents termed the safety of delivering or picking children up from the center either very safe or reasonably safe; 61% said very safe and 34% said reasonably safe. Two centers accounted for six of the seven respondents who said it was unsafe or extremely dangerous.

Respondents were also given the opportunity to comment on safety issues. Almost half, or 46%, said there were no issues. Another 26% did not answer the question. Of the rest, 3% had favorable comments while 26% had concerns. Some of the most common concerns were busy streets,need for supervision or direction in the parking lot and driving the wrong way on a one-way street. People also mentioned specific intersection problems or speeders on specific streets.

Location Preference

More than half, 61%, prefer the current location for their child's day care. Of those who do not, a site closer to home was preferred 2 to 1 over a location closer to work. The response did, as indicated earlier, include non-working parents; however, the pattern is similar at the small residential centers.

Age of the Child

The children whose parents participated in this study ranged in age from under two to the mid-teens. Ninety-one percent were between three and ten with a median age of seven. The ages occurring with the greatest frequency are 5, 6, 7, 8 and 10 with between 12% and 16% of the children in each bracket. Only 17% were under age five. It appears these programs are geared primarily for school age children.

Conclusion

On the whole, parents seem comfortable with the parking and safety at park/community center settings. Judging from the comments, the multi-program center does make the situation more complex, but people generally take it in stride. It might be worthwhile for Montgomery County officials to take a close look at the Northern Virginia Centers, especially Falls Church and North Arlington, to see why people are particularly content with the situation at those locations. It might also be valuable to have traffic engineers look at ways of smoothing the situation at the Bethesda location.

TRAFFIC COUNT

A traffic count was taken at five park/community center day care settings. Four of the centers contain more than one program. The fifth center is adjacent to an elementary school which was not in session at the time that this study was done. Counts were made at each of the centers from 7:00 A.M. to 9:00 A.M. and from 4:00 P.M. to 6:00 P.M. In addition, counts were made at two centers from 9:00 A.M. to 12:30 P.M. At one of those two centers, the count continued throughout the day. The results are displayed in tables 38, 39, and 40. Since only one center was included, the number of arrivals and departures was negligible, the early afternoon count is not presented in table form.

Because most of the centers contained more than one child-oriented program, identification of day care participants was difficult. In some cases, the programs could be separated by the time of arrival or the entrance used since different programs sometimes had different starting times or were assigned different doors. However, programs overlapped in most cases and it was not possible to distinguish among them. Even when asked directly, many parents could not identify their children's programs clearly. The Parent's Transportation Survey indicates that parents often use formal day care programs and other children's programs such as day camps almost interchangeably so that this difficulty was not necessarily detrimental to the study. One program for infirm adult elderly was not included in the traffic count because its participants used a separate entrance and were not part of the general traffic flow to the day care center.

Arrivals and Departures

For the purposes of this analysis, arrivals at park/ community center settings are divided into three time periods. These are the A.M. peak period of 7:00 A.M. to 9:00 A.M., the midday period from 9:00 A.M. to 12:30 P.M., and the P.M. peak period of 4:00 P.M. to 6:00 P.M.

There were few arrivals at any of the centers before 7:30 A.M. In fact, one center did not open until that time. Arrivals during the remaining morning peak hours were fairly steady, ranging from a low trip generation rate of 5.6 in the period of 7:45 to 8:00 A.M. to a high of 10.0 in the period of 8:45 to 9:00 A.M. (see table 38). The count indicates that there was a tendency for arrivals to cluster between 8:00 A.M. and 9:00 A.M., in the morning. Only 34.3% of the cars arrived before 8:00 A.M. while 65.7% arrived between 8:00 A.M. and 9:00 A.M. A slight majority, 55.5%, arrived in the middle hour of 8:30 A.M. to 9:30 A.M.

The highest traffic count during the period 8:45 A.M. - 9:00 A.M. was for one of the largest centers located close to a major medical research employment center. It also had a part-time pro-gram which operated during the morning hours. It should be noted that the variation in traffic counts during peak periods is also related to the presence or absence of part-time programs which generally operate between the hours of 9:00 A.M. and 12:00 noon.

Of the cars arriving in the midday period, 64.1% arrived between 9:00 A.M. and 10:00 A.M. During the period between 10:00 A.M. and 12:30 P.M., all but one of the cars arrived before 10:30 A.M. or after 11:45 A.M.

There was an even greater tendency for arrivals to cluster in the afternoon, 70.2% of the cars arrived to pick up children between 5:00 P.M. and 6:00 P.M. Only 29.8% arrived between 4:00 P.M. and 5:00 P.M. In fact, 42.0% of all cars arrived in the last half hour, between 5:30 and 6:00 P.M. Whenever possible, this finding should be taken into account when scheduling other programs in park or community center settings. Other programs should be timed to avoid beginning or ending during this period if possible (see table 43).

Number of Children Dropped Off or Picked Up and Vehicle Occupancy

Throughout the day, the average number of children delivered or picked up ranged from 1.0 to 1.3 per car. There was no interval during which the average was higher than 1.5 children per car. The average total vehicle occupancy during the A.M. peak hour was 2.4; in the after peak period, it was 2.5 individuals per car. This count includes the child being delivered or picked up.

Parking

The average maximum number of cars parked per center ranged from a low of 4.3 in the early morning to 42.0 between 10:00 A.M. and 10:15 A.M. The traffic surveyors were instructed to count all cars parked at the center in each given time period and to record the maximum number during each 15-minute interval. The greatest number of cars parked at the centers occurred during the mid-morning hours, which indicates that there was parking for other programs during that time. Parking was not counted after 10:30 A.M. during the midday period because arrivals and departures were almost exclusively for adult programs and did not impact child related programs.

Cars in Line to Pick Up or Deliver Children

The average number of cars present to pick up and deliver children was 3.3 during the peak A.M. period, 3.6 in the peak P.M. and 2.0 during the middle of the day. In two cases, the traffic surveyors indicated that cars had to wait in line to deliver children. The surveyors comments show that in overflow situations some cars waited in line and others parked illegally. At the two centers with the least adequate parking space, illegal parking was a commonplace problem.

Number of Children Arriving by Other Means

In the morning, 14 children arrived by means other than the automobile. During the midday hours, 7 came by other forms of transportation and 4 left by other means of transportation in the afternoon. These numbers were low as a percentage of all children attending (see table 44).

Conclusions

The traffic flow at park/community child day care centers was heavy but steady. The most active period was between 5:30 P.M. and 6:00 P.M. The pattern of a driver delivering only one child was consistent, particularly during peak hours. The delivery of children was most difficult at the centers which contained more than one program and inadequate parking. Three of the five centers, however, had adequate parking and no safety or traffic problems of any merit were recorded at those locations. The count also indicated that very few children arrived by means other than the automobile.

TRAFFIC COUNTERS' OBSERVATIONS

The traffic surveyors were asked to fill out an observation form for both the A.M. and P.M. counts for each center which they observed (see table 41 and Appendix E). Their comments focused on several different issues, including the ease of pick up and delivery of children at the site, traffic safety, parking, whether or not parents had to wait to pick up or deliver their children, and the traffic flow on the road at the site. Traffic flow was assessed in terms of the following categories: very light, intermittent, constant or heavy. These terms were chosen to differ from the language used by traffic engineers in order to distinguish them from a formal traffic engineering report and yet have clear meaning for the average reader.

The volume of traffic at these mixed use sites made the pick up and delivery areas busy places during the peak hours. In spite of the level of activity, the traffic surveyors found the situation at four of the five centers very acceptable. In each of these cases, the traffic counters marked the most favorable category or the next to the most favorable category on the form for pick up and delivery, child safety, parking, and traffic flow.

One of the four centers with a generally good rating, however, was a location which shares its site with an elementary school during the academic year. Since the school was not in session at the time of the traffic count, it was not possible to judge the degree of conflict between the two programs. Several of the parents at that center, the Gaithersburg site, indicated that the situation is more difficult when the school is in session.

No problems of any sort were encountered at either the North or South Arlington sites. It is interesting to note that the South Arlington site had two entrances and that participants in different programs were steered to a specific entrance minimizing the conflict between programs. The third site, the Falls Church site, had relatively few traffic conflicts. The only negative remark was a serious one, that parents parked in a fire lane in order to deliver their children.

In the fifth case traffic conflicts were fairly severe. In that case, pick up and delivery in the morning was rated "very difficult" and child safety in the morning was rated "very unsafe"; parking was also rated "very difficult" and parents had to wait to pick up and deliver their children. The afternoon situation was better, but parents still had to go to undesirable lengths in order to retrieve their children. In both the morning and the afternoon, parents waited in line, double parked, went around the block, or parked illegally in order to deliver their children. In the morning, there were even instances where parents chose to triple park to avoid a long wait. The Bethesda location appears to warrant further investigation to determine whether circulation and parking conditions can be improved. It is a good case study of how multi-use centers can create conflicts in terms of safety and inconvenience in delivery of participants.

In four of the five cases studied, there was neither significant conflict between programs, nor was there significant difficulty in delivering the children or parking. This suggests that mixed use centers can be effectively designed. In addition to demonstrating the desirability of basically adequate facilities, these centers show that staggering starting times for programs and the provision of more than one entrance can be effective ways to blend programs in order to minimize traffic and parking conflicts.

PHYSICAL SITE ASSESSMENTS

The consultants visited the site with a predetermined set of criteria and methods for preparing sketches and physical site analysis. A graphic site plan incorporating standardized information was prepared following the site visit.

During the preparation of the site evaluations involved, a list of potential physical planning concerns was used during the "walking" of the site to make guide qualitative observations. The list of criteria were ranked on a scale of one to five (Inadequate = 1, Poor = 2, Adequate = 3, Good = 4, Outstanding = 5). Any other areas of concern were noted, which would later be incorporated into a list of comments for each site. Photographs and a field measured site plan of the existing conditions were also taken during the site visit. After the completion of the site visits, each site was documented with the following basic data:

- Building Description
- Lot Size and Floor Area Ratio
- Portion of Site Used by Child Care, Portion of Building Used by Child Care
- Site Plan Sketch
- Site Description

During the site visits, the architect paid particular attention to the following issues: traffic circulation, parking, distance from parking to the center, pedestrian access/separation, natural light and outdoor views, entrance/exit accessibility, pick up/drop off of children, play area location, play area size, play area enclosure and visual buffer, play area security, landscaping/visual aesthetics, landscaping/safety, outdoor lighting/visual aesthetics, and outdoor lighting/safety.

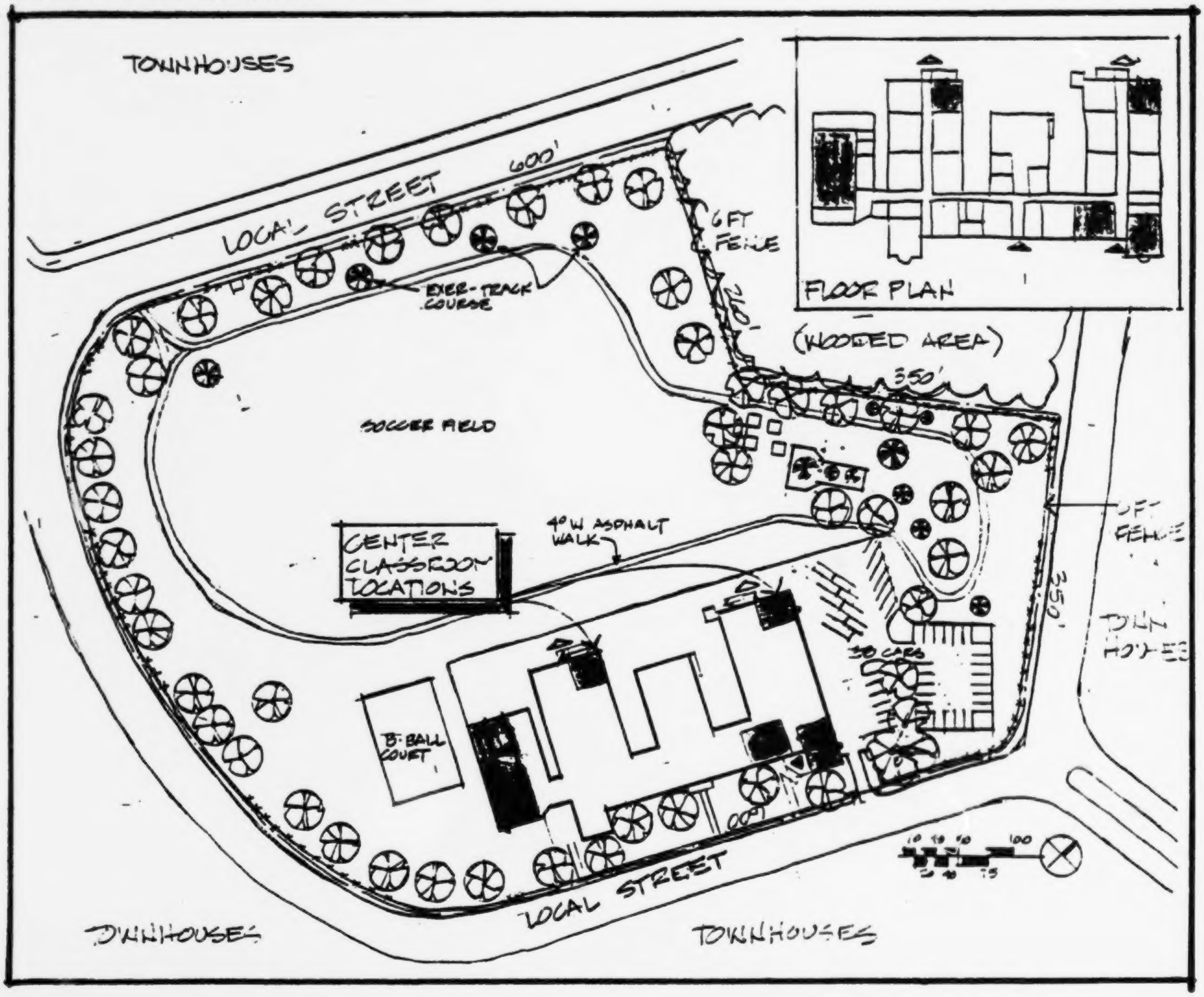
Site Plan Sketches/Physical Site Assessment

John Elicher, Architect, provided the following physical site plan sketches and physical site assessments for the subject sites:

Feasibility of Child Care in Existing
or New Park Building

Site
PE
South
Arlingtn, Va.

Site Plan Sketch


TOWNHOUSES
LOCAL STREET
600'
EXER-TRACK COURSE
6FT FENCE
300'
FLOOR PLAN
(WOODED AREA)
350'
SOCCER FIELD
4'0 W ASPHALT WALK
CENTER CLASSROOM LOCATIONS
6FT FENCE
350'
TOWN HOUSES
30 CARS
B-BALL COURT
600'
10 20 50 100
20 40 75
LOCAL STREET
TOWNHOUSES
TOWNHOUSES

Key

- Property Line
- Chain Link Fence
- Solid Fence
- Entry
- Exit
- Auto; Parking
- Sign
- Stop Sign
- Traffic Light
- Wooded Area
- Shade Tree
- Evergreen
- Play. Equipment

Comments

Raif

Physical Site Assessment

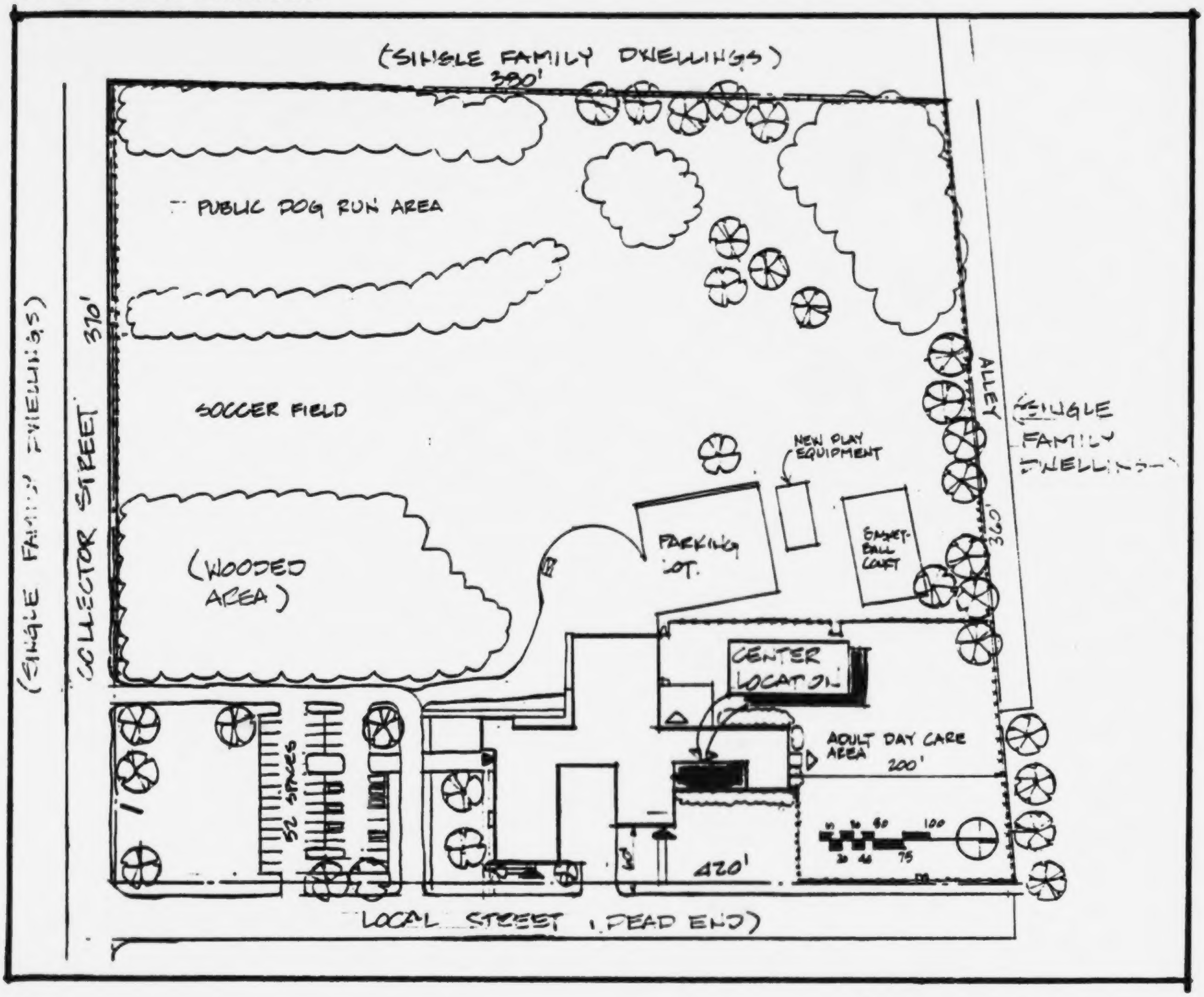
Building Description:	Three-story converted, mixed use brick Elementary School
Lot Size/FAR:	430000/1053 Square Feet = .002
Site Description:	The Child Development Center is located on the first floor of a two-story brick elementary school. The center has four designated classrooms for their children ages two to five. There is a classroom for the two year olds, one for the three year olds, one for the younger four year olds and one for the older four year olds and five year olds. The classrooms are not in one area. There are two classrooms adjacent to each other. Then there is one classroom three rooms down the hall and the other is down the hall and around the corner. Not too convenient. The building is also shared with four other organizations - Schaefer School, Nurses Association, Fairlington Co-op Program and the Arlington Recreation Program. There is a teacher and aide to each group of children. There is a multi-purpose room located at one end of the school that is used for the lunch room and indoor play activities. The children can go out the back of the school and across a service drive to the play area. The play area has a variety of play equipment for each age group. There is one new combination slide, platform, balance beam unit but most of the equipment is metal bars. The play area is well shaded with trees. Outside of the play area is a soccer field and an "Exer Track Course" with four different exercise stops. The site is fenced in except for one portion near the multi-purpose room.
Transportation:	No significant transportation concerns were identified at this location. The use of several entrances facilitated safe access.

Comments

Feasibility of Child Care in Existing
or New Park Building

Site
PA
North
Arlingtn, Va.

Site Plan Sketch



(SINGLE FAMILY DWELLINGS)
380'
PUBLIC DOG RUN AREA
SOCCER FIELD
(WOODED AREA)
PARKING LOT
NEW PLAY EQUIPMENT
BASKET-BALL COURT
CENTER LOCATION
ADULT DAY CARE AREA
200'
420'
52 SPACES
10 30 60 100
20 40 75
LOCAL STREET (DEAD END)
(SINGLE FAMILY DWELLINGS)
COLLECTOR STREET
370'
ALLEY
360'
SINGLE FAMILY DWELLINGS

Key

—··—··—	Property Line	⯃	Stop Sign
—■—■—	Chain Link Fence	✕	Traffic Light
▬▬▬	Solid Fence	☁	Wooded Area
▲	Entry	⊛	Shade Tree
△	Exit	✹	Evergreen
⊠	Auto; Parking	✱	Play. Equipment
⊤	Sign		

Comments

[illegible]

Feasibility of Child Care in Existing
or New Park Building

Site
PA
North
Arlingtn, Va

Physical Site Assessment

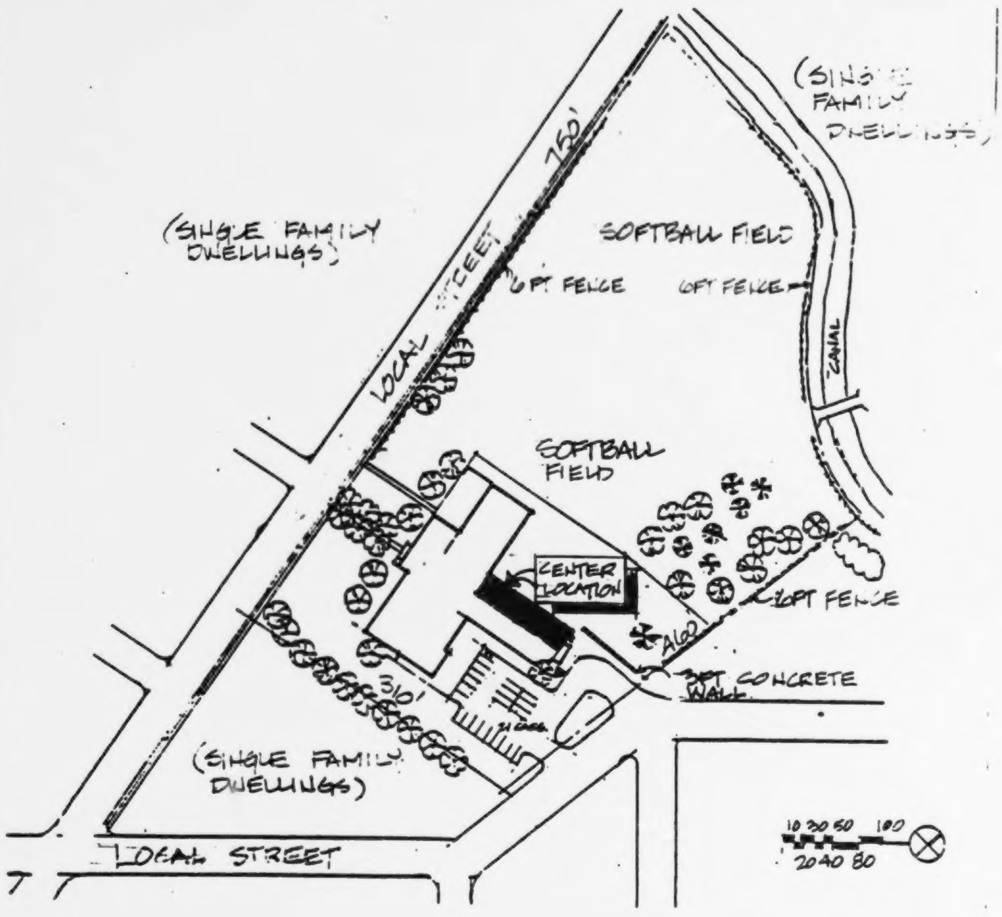
Building Description:	Two-story converted, mixed use building
Lot Size/FAR:	415000 Square Feet/1820 Square Feet = .004
Site Description:	The Community Center has a variety of programs and serves a wide variety of age groups. There is an addition to the school which provides space for an adult day care program and two day care programs for children. Madison has a program for three to five year olds Monday-Thursday and there is another day care program run by parents of the children ages one to three year olds Monday-Thursday in the morning. Each program has operated out of the same area. The adult day care is located near the exit outside so they must go through a fenced outdoor area for adult day care to get to their play equipment. The play equipment was in the process of being installed while I was there. Installation was not complete. There was also a soccer field, basketball court and lots of grass area. Beyond the soccer field and a wooded area there is an area for neighbors to let their dogs run. The Community Center also has a program for teenagers. In the basement of the center is a weight room, game room and a room with pool tables. On the second floor there are two classrooms for art and dance classes, one for meetings and one multi-purpose room. There is also a gymnasium. The teenagers can come and go to the facility as they want to.
Transportation:	No significant transportation concerns were identified at this location. The use of more than one entrance facilitated safe access.

Comments

Feasibility of Child Care in Existing
or New Park Building

Site
PC
Falls
Church, Va.

Site Plan Sketch


(SINGLE FAMILY DWELLINGS)
(SINGLE FAMILY DWELLINGS)
LOCAL STREET
750'
SOFTBALL FIELD
6FT FENCE
6FT FENCE
CANAL
SOFTBALL FIELD
CENTER LOCATION
6FT FENCE
3FT CONCRETE WALL
310'
(SINGLE FAMILY DWELLINGS)
LOCAL STREET
10 30 50 100
20 40 80

Key

Property Line
Chain Link Fence
Solid Fence
Entry
Exit
Auto; Parking
Sign

Stop Sign
Traffic Light
Wooded Area
Shade Tree
Evergreen
Play. Equipment

Comments

FALLS

Feasibility of Child Care in Existing
or New Park Building

Site
PC
Falls
Church, Va.

Physical Site Assessment

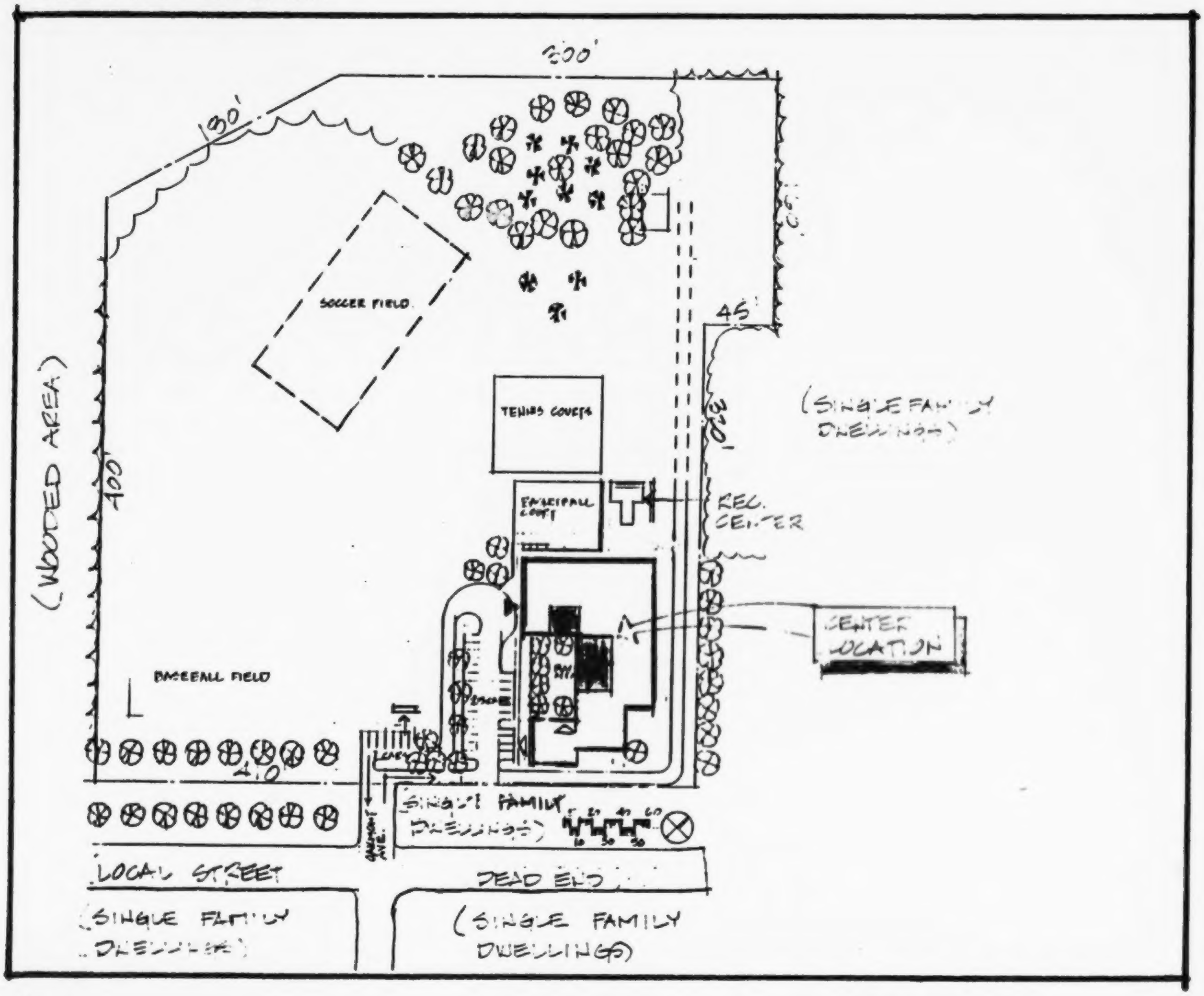
Building Description:	Three-story renovated brick Elementary School
Lot Size/FAR:	326000/2100 Square Feet = .01
Site Description:	The Center is located on all three floors of the elementary school. The second and third floors have the classrooms for the second and third graders and the first floor has classrooms for the fourth and fifth graders. The first floor also provides a main play area for indoor activities for each age group. There also is a gymnasium on the first floor. The entrance to the first floor play area is in the back of the school. The front entrance faces Oak Street so the parents have the option of dropping the children off at either entrance. The older children would use the front entrance and the younger children would use the back entrance because it's a more direct entrance to the main play area. The main play area is also used for the snack area. The children can go directly outside to the play equipment. There is an asphalt area for basketball, two softball fields and the playground. Adjacent to the play area there is a three foot high concrete block wall that provides a barrier between the drop-off area and the playground. At the back of the site there was a canal that provided a boundary.
Transportation:	Traffic conditions were generally good at this site. The only negative comment was that parents often parked in the fire lane while delivering children.

Comments

Feasibility of Child Care in Existing
or New Park Building

Site
PD
Mont. Co.
Maryland

Site Plan Sketch


300'
130'
400
45
320'
(WOODED AREA)
SOCCER FIELD
TENNIS COURTS
BASKETBALL COURT
REC. CENTER
CENTER LOCATION
(SINGLE FAMILY DWELLINGS)
BASEBALL FIELD
410'
SINGLE FAMILY DWELLINGS
10 20 30 40 50 60
LOCAL STREET
DEAD END
(SINGLE FAMILY DWELLINGS)
(SINGLE FAMILY DWELLINGS)

Key

—··—··— Property Line
—×—×— Chain Link Fence
▬▬▬ Solid Fence
▲ Entry
△ Exit
☒ Auto; Parking
↑ Sign
○ Stop Sign
✕ Traffic Light
Wooded Area
Shade Tree
✱ Evergreen
✱ Play. Equipment

Comments

Feasibility of Child Care in Existing or New Park Building

Site
PD
Mont. Co.
Maryland

Physical Site Assessment

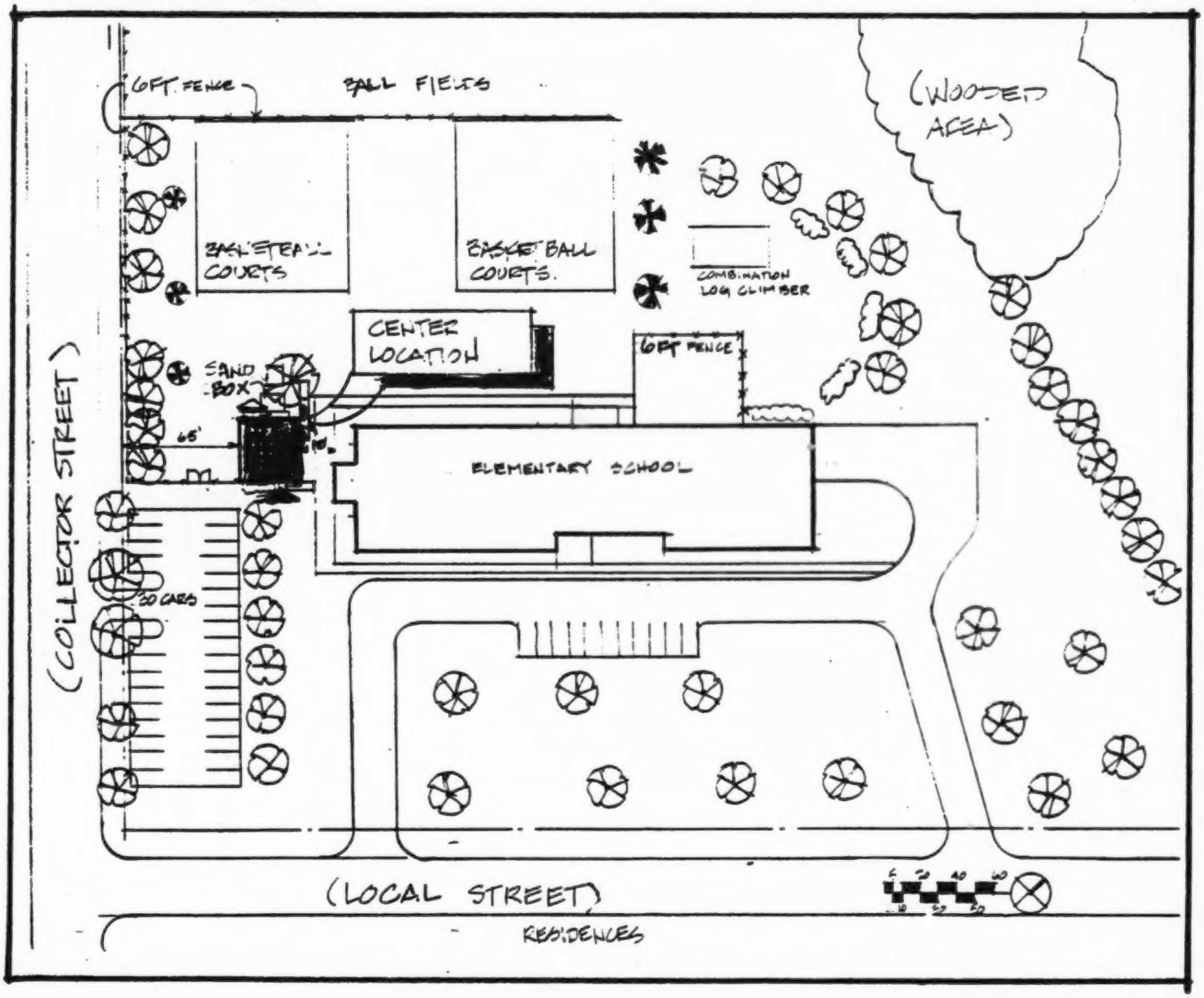
Building Description:	Converted one-story brick Elementary School
Lot Size/FAR:	204424/5600 Square Feet = .03
Site Description:	The Day Care is located throughout the one level of the elementary school. The school is located on a dead end street so there is virtually no traffic. The Montgomery County Parks and Planning owns the property up to the school which includes two ball fields. Adjacent to the school is a recreation center, basketball courts, tennis courts and a play area. The play area is laid out amongst the trees so the area is well shaded. The Day Care interacts with the YMCA so they have extra programs available. The Day Care can walk to the YMCA to go swimming (about ½ mile away). There are other programs available to the children but it costs extra in their tuition.
Transportation:	The traffic survey as well as many parents reported that the traffic related conditions at this site were often undesirable. Parking is inadequate causing unsafe conditions. There are frequent parking conflicts between the requirements of different programs which share use of the former school. In addition, due to overflow parking on both sides of the narrow, two-way access road, safe use of the road is made very difficult.

Comments

Feasibility of Child Care in Existing
or New Park Building

Site
PB
Mont.Co-
Maryland

Site Plan Sketch


6FT. FENCE
BALL FIELDS
(WOODED AREA)
BASKETBALL COURTS
BASKETBALL COURTS.
COMBINATION LOG CLIMBER
CENTER LOCATION
6FT FENCE
SAND BOX
65'
ELEMENTARY SCHOOL
(COLLECTOR STREET)
30 CARS
(LOCAL STREET)
0 20 40 60
10 30 50
RESIDENCES

Key

- Property Line
- Chain Link Fence
- Solid Fence
- ▲ Entry
- Exit
- Auto; Parking
- Sign
- Stop Sign
- Traffic Light
- Wooded Area
- Shade Tree
- Evergreen
- Play. Equipment

Comments

Best

Feasibility of Child Care in Existing or New Park Building

Site
PB
Mont. Co.
Maryland

Physical Site Assessment

Building Description:	Modular classroom unit adjacent to Elementary School
Lot Size/FAR:	174960 Square Feet/1224 = .006
Site Description:	The learning center is a one story modular unit with ease for expansion. Since the center is located close to the elementary school, it has access to the schools play equipment and plenty of space to play. There is the ability for interaction between the teachers at center and the elementary teachers concerning learning ideas for children. The center has parent involvement for children's activities. There is not a total fenced in area for children since it is close to the elementary school. There are three groups of children with a teacher and an aide for each group.
Transportation:	No transportation issues were identified during the transportation study. However, one parent reported that there are parking conflicts with the adjacent school while it is in session.

Comments

SITE PLANNING CRITERIA vs. CENTER TYPOLOGY

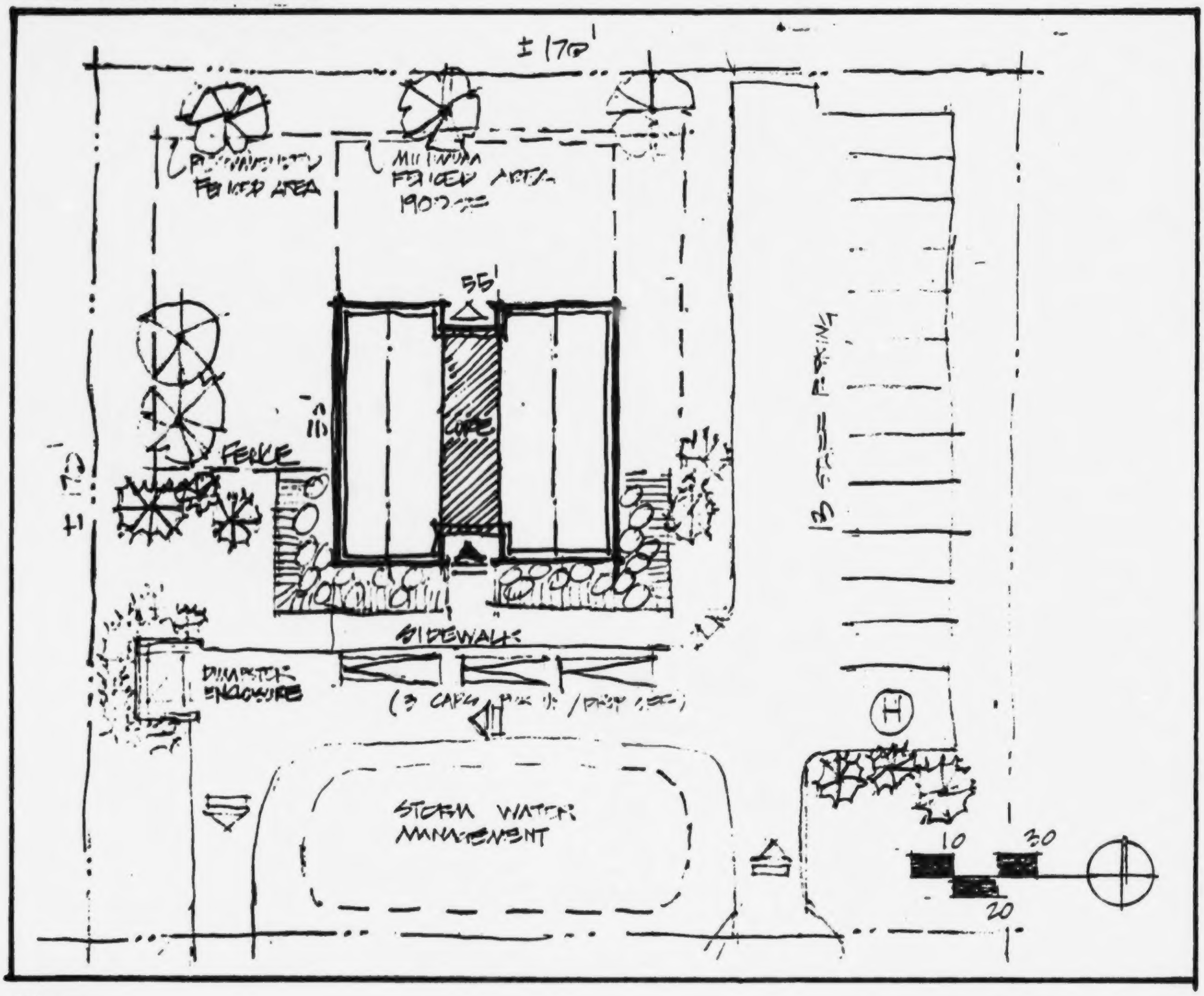
Type of Center

Criterion	CLOSED PARK SCHOOL PE	CLOSED PARK SCHOOL PA	OPEN PARK SCHOOL PC	RECREATION CENTER PD	PORTABLE CHILDCARE PB
TRAFFIC CIRCULATION	4	5	5	4	4
PARKING	5	5	4	5	5
DISTANCE FROM PARKING TO CENTER	3	2	5	4	5
PEDESTRIAN ACCESS/SEPARATION	3	2	4	3	4
NATURAL LIGHT AND OUTDOOR VIEWS	5	5	5	4	5
ENTRANCE/EXIT ACCESSIBILITY	3	2	5	4	5
CONTROL OF ENTRY/EXIT	2	1	5	3	5
SURVEILLANCE	2	1	5	3	5
PICK UP/DELIVERY LOCATION	1	1	4	5	3
PLAY AREA LOCATION	4	3	5	5	4
PLAY AREA SPACES	4	2	5	5	3
PLAY AREA BUFFER/ENCLOSURE.	1	1	1	4	2
SECURITY OF PLAY AREA	1	1	1	4	3
LANDSCAPING SAFETY	3	3	3	5	4
LANDSCAPING AESTHETIC	3	3	3	5	4
OUTDOOR LIGHTING-AESTHETIC	1	1	1	1	1
OUTDOOR LIGHTING-SAFETY	1	1	1	1	1
LOT SIZE/PLAY AREA SIZE	5	3	5	5	5
ADDED TRAFFIC	3	5	4	3	1
BUFFERS/VISUAL SCREENING	3	3	3	4	3
ACCESSIBILITY OF EMERGENCY EQUIP.	5	4	5	4	5
EASE OF EMERGENCY EGRESS	5	4	5	4	5

0= Not Applicable
1= Inadequate
2= Poor
3= Adequate
4= Good
5= Outstanding

TYPICAL PORTABLE CENTER

Site Plan Sketch


± 170'
PERMANENTLY FENCED AREA
MINIMUM FENCED AREA 1900 SF
55'
CORE
FENCE
± 170'
13 SPACE PARKING
SIDEWALK
DUMPSTER ENCLOSURE
(3 CARS [illegible] / [illegible])
H
STORM WATER MANAGEMENT
10
30
20

Key

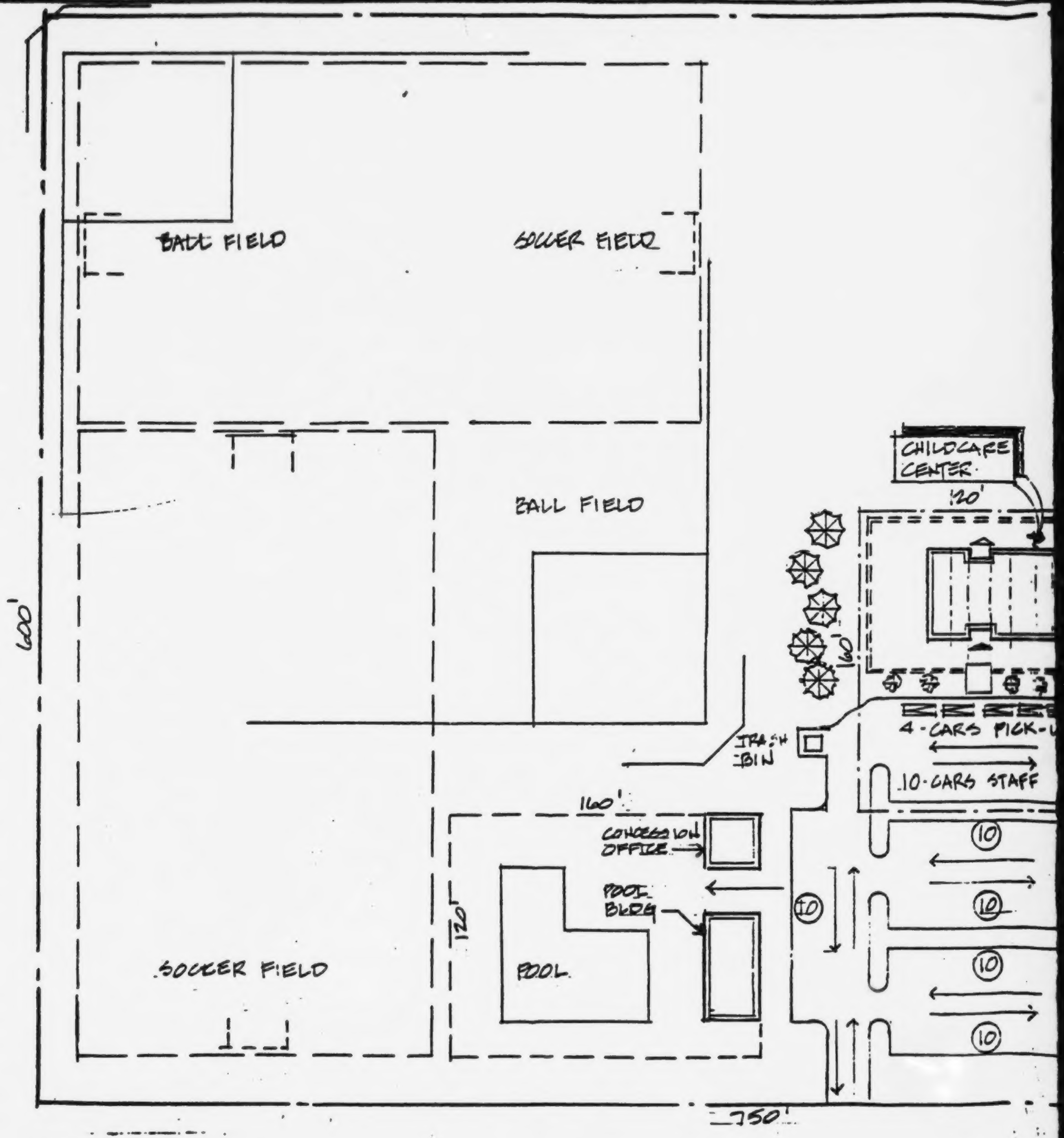
- Property Line
- Chain Link Fence
- Solid Fence
- Entry
- Exit
- Auto Parking
- Sign
- Stop Sign
- Traffic Light
- Wooded Area
- Shade Tree
- Evergreen
- Play Equipment

Comments

MONT. CO. [illegible]
[illegible]
[illegible]
[illegible]

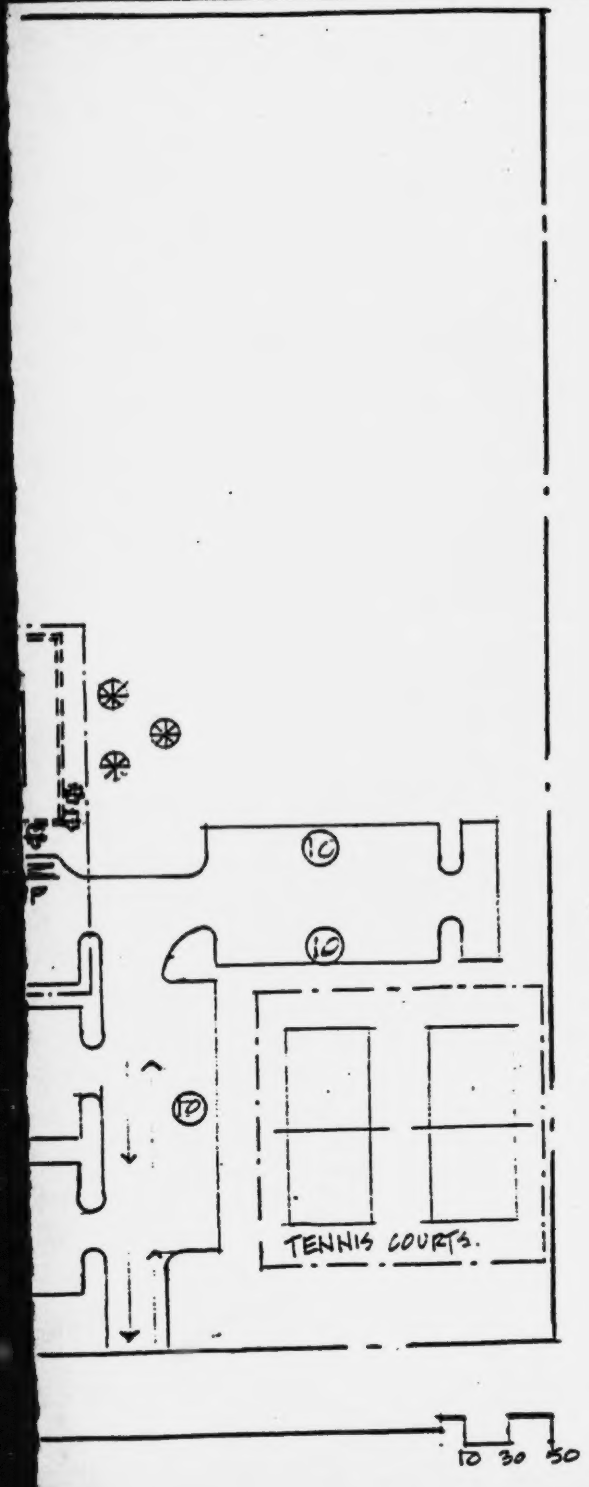
[illegible]
[illegible] x 70 SF
x .5 = 1820 SF

TYPICAL 10 – ACRE PARK W/ PORTABLE CEN


BALL FIELD
SOCCER FIELD
BALL FIELD
600'
SOCCER FIELD
CHILDCARE CENTER
120'
160
TRASH BIN
4-CARS PICK-U
10-CARS STAFF
160'
CONCESSION OFFICE
POOL BLDG
120'
POOL
10
10
10
10
10
750'

Site Plan

NTER


10
10
10
TENNIS COURTS.
10 30 50

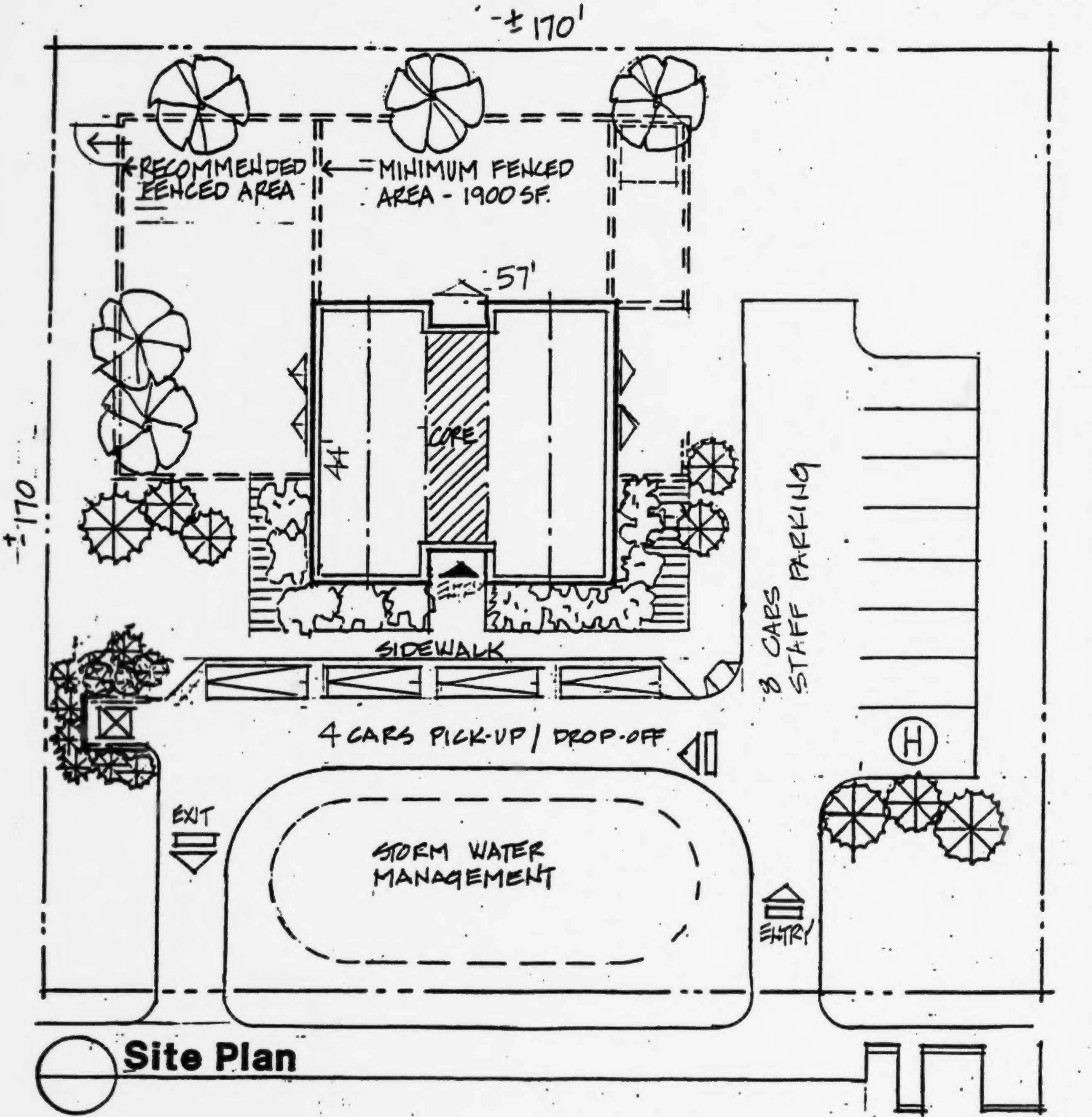
Comments

Key

Property Line
Chain Link Fence
Solid Fence
Entry
Exit
Auto; Parking
Sign

Stop Sign
Traffic Light
Wooded Area
Shade Tree
Evergreen
Play. Equipment

TYPICAL PORTABLE CENTER PROTOTYPE/4

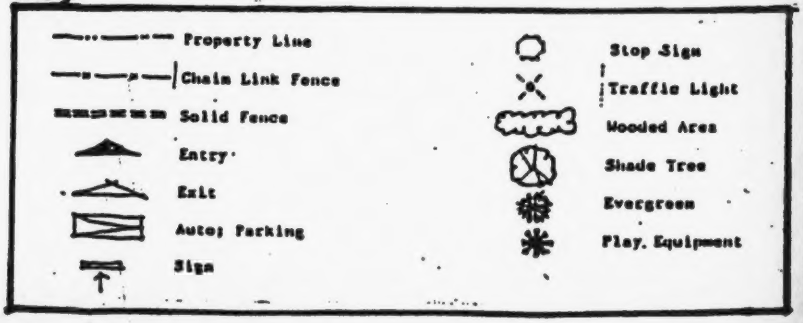

±170'
RECOMMENDED FENCED AREA
MINIMUM FENCED AREA - 1900 SF.
57'
44'
CORE
±170
ENTRY
SIDEWALK
8 CARS STAFF PARKING
4 CARS PICK-UP / DROP-OFF
H
EXIT
STORM WATER MANAGEMENT
ENTRY
5
20
30

Site Plan

0 to 52 CHILDREN

Comments

Key


Property Line
Chain Link Fence
Solid Fence
Entry
Exit
Auto; Parking
Sign
Stop Sign
Traffic Light
Wooded Area
Shade Tree
Evergreen
Play. Equipment

SECTION IV

SITE PLANNING STANDARDS AND GUIDELINES

Background

Current zoning does not currently preclude the development of child care centers in the County owned modulars on parkland or child care centers in park-owned buildings and open and closed schools. The proposed placement of modulars on County property are reviewed through the mandatory referral process. Local government agencies modifying county property file mandatory referrals with the Montgomery County Planning Board. The new County program, sponsored by the Department of Family Resources to site modulars on public property has been initiated within the last year. Each proposed placement raises additional siting costs and issues. Due to to the nature of the many levels of use in parks and the potential for impact from a child care facility, the consultant team has proposed the following:

- Several minimum standards for mandatory review
- A list of general site planning guidelines
- Typical generic site plan arrangements with typical site "space program" requirements. These guidelines can be used by M-NCPPC planning staff, recreation and parks planners, and the planning board in order to assess potential high quality, environmentally suitable sites for child care.

Suggested Requirements for Design Review

Since no specific set requirements are in effect for site plan review for child care facilities, the consultants suggest that the following items be included at minimum in order to review the site plan and design aspects of a proposed center in an existing park, school or in a "relocatable" modular.

Site Plan

A site plan which includes features of the site including topography, building location, landscaping (existing and proposed), parking (existing and proposed), location of all adjacent park facilities abutting the center, property lines and dwelling locations within 200 feet of the center, access roads and a small scale reference plan of the entire park showing the other facilities and uses.

Preliminary Floor Plan

A scale floor plan of the interior of the center; a building key plan (if in a larger facility); location of entrances, exits, and building corridors; a list of the number of children/group size/

staff; square footage of the center; and a description of the abutting rooms, if applicable.

Plan of Outdoor Play Space

A plan of the outdoor play areas showing the shape, size, placement of equipment, fences, patchways, trees/landscaping, ground covering materials, gradients, and adjacent park features, if applicable.

Vehicular Circulation Plan

A vehicular circulation plan showing parking area circulation, parking spaces designated for the child care center (versus parking for other uses, if applicable), vehicular entrance/exit, directions of all vehicular flow, all park roads affected by use of the center, and the child drop-off and pick-up zones.

Pedestrian Circulation

A pedestrian circulation plan which could be combined with the site plan showing all pedestrian walks from parking and drop-off/ pick-up zones, the walks within the vicinity, connection to the outdoor play space, and paths from the center to nearby park facilities, if applicable.

Preliminary Statement of Building and Fire Code

A statement regarding the structure's suitability from a building and life safety code perspective, including a statement of the building's size, construction code classification, size/ number/arrangement of exits, and the combustibility of interior finishes is necessary for an existing park building or new multi-use park facility. The child care modulars currently being sited on public land meet all building and life safety codes.

Minimum Plan Standards

The following minimum standards are suggested by the consultants for analysis of potential sites for new "relocatable" modular, new multi-use recreation centers and/or existing park schools which are being analyzed as potential child care center sites:

Parking

The minimum parking standards should be based upon the actual staff as well as serve the function of parental short-term parking for their children's drop-off and pick-up.

An average staffing ratio of one employee to five children, and an average square foot ratio of one child per sixty-five square feet, can be factored together to establish the basic need for staff parking spaces. Therefore, it is recommended that staff parking be allocated at a rate of one space per three hundred twenty-five square feet of center size, or based upon the actual full-time equivalent staff, whichever is greater.

For child drop-off, it is recommended that one parking space be provided for every ten children. This also computes to one space per three hundred twenty-five square feet.

As an example, a child care center of 2,500 square feet would require the following parking:

Staff	2,500 SF ÷ 325 SF =	8 spaces
Child Drop-Off/Pick-Up	2,500 SF ÷ 650 SF =	4 spaces
		12 spaces

Note that in existing or multi-use park sites, credit for combined parking can be made. It is possible that staff parking could be a part of a large general parking area. However, it is recommended that a designated, safe accomodation for child drop-off and pick-up be made to conform to the next standard.

Designated Child Drop-Off and Pick-Up Zone

In order to adequately provide for safety of children being dropped off and picked up by parents, it is recommended that a specific zone and parking spaces be designated. The spaces should be located to provide a direct pedestrian route into the center without crossing any other parking, drives, or streets. The designated drop-off and pick-up zones should be related to the circulation of automobiles entering and exiting the site to minimize traffic conflicts. It would be acceptable to permit parallel parking on the building curb side of a "loop" drive. The spaces should be clearly marked and should be separate from the general parking area, if at all possible.

Size and Location of Outdoor Play

A fenced, designated outdoor "tot-lot" meeting the general State requirements (COMAR) should be provided. The regulations discuss the need for: a "climber" (i.e., play structure), a sandbox/digging area, adequate drainage, shade, a variety of surfaces, and a safe enclosure. It is recommended that the minimum size of the outdoor play area be provided at the rate of 70 square feet per child, with the exception that, upon approval of Montgomery County Day-care Licensing, one-half of that area be credited for use by one-half of the enrolled children at a given time. It is further recommended that the fenced area be directly accessible from the classroom area without crossing uncontrolled, unfenced exterior areas.

Distance From Adjacent Residential Property Lines

Due to the sensitive issue of noise generated in open space activities traveling into residential back yards, it is recommended that the development of a park child care center be held at a specified minimum distance from any residential property line to aid in buffering and reducing airborne sound. The minimum distance from the building or parking should be at least fifty feet. The minimum distance from the fenced outdoor play area should be at least one hundred feet.

Distance From Adjacent "Active" Outdoor Residential Uses

In order to provide control and safe supervision of children while using the outdoor play areas, it is recommended that a specific minimum separation between the center and its fenced area and any courts, field and/or park structures be provided. The minimum distance between the center and any actively used park features should be fifty feet.

Additional Site Planning Criteria

Beyond the minimum site plan standards, there should be additional site specifics incorporated into the site design of a park child care center. The following site planning guidelines represent sound planning practices and should also be reviewed and commented upon by M-NCPPC planning staff as desirable elements to be incorporated into a child care facility.

The guidelines could added to the criteria for the selection of potential future sites.

Vehicular Access

The center should be located to allow year-round vehicular access for all potential users: parents, safety vehicles and vehicles. There should be a clearly discernible address and access route from the public street system to the center.

Traffic Circulation

On-site traffic circulation should be in a clearly signed and laid out one-way direction in the vicinity of the center building. The major traffic circulation for other park uses should not interfere with the child care center's child drop-off/pick-up areas.

The possibility of being struck by a vehicle should be reduced as much as possible by separation and one-way traffic flows.

Parking Arrangement

When possible, separate zones for child drop-off/pick-up parking, staff parking, and general park users should be established. The parking should be arranged to minimize the need for parents and children to walk through parking areas. Handicap accessible curb cuts, ramps and grades should be provided to all child care centers.

Child Drop-Off and Pick-Up Arrangement

For newly planned child care sites, it is recommended that a one-way loop drive configuration be provided, with the designated child drop-off and pick-up area directly in front of the center entrance. The typical site plan (see) illustrates the loop drive. In existing park school facilities, the child drop-off/pick-up zone should be signed and be situated so that pedestrians do not have to cross any traffic lanes. If necessary, additional parking spaces should be added to achieve a separate, direct parking area.

Pedestrian Access and Arrangement

Pedestrian paths and sidewalks should be provided to serve all parking areas and parents and children reaching the center on foot. Whenever possible to ensure safety, the walks should avoid crossing traffic lanes.

In cases where it is necessary to cross roads or driveways, signage, speed bumps, and painted crossings should be provided.

Natural Light, Views, and Ventilation

Every child care center should have a direct source of natural light. Whenever possible, the outdoor play space should be able to be viewed from the main interior spaces of the center. To the maximum extent possible, windows should be provided at a child's height to permit them to see the outside of the building.

Entrance and Exit Accessibility

The entrance and exits from the child care center should be clearly visible from the designated child drop-off/pick-up parking zone. To ease accessibility, parents and children should be able to enter the center without crossing other outdoor or indoor uses.

Entrance and Exit Control

The center staff should be able to fully supervise all of the entrances and exits to the child care center. No person should be able to directly access the classroom spaces without first passing a control point and gaining staff permission to enter the center. Similarly, persons leaving the center should come under the direct control of a staff member. No unsupervised spaces inside or outside the center not open to view should be provided.

Location of Outdoor Play Space

The outdoor play area should be located in direct proximity to the child care center whenever possible. It is most desirable to have the play area directly adjacent to the center and accessible to the center itself. Remote play area locations should be utilized only when no alternatives exist, and only under the condition that direct, safe, dedicated pedestrian access is provided without crossing major traffic routes or major active park uses.

Internal Layout of Outdoor Play Space

Ideally, each outdoor play area should have three types of spaces: an equipment space, a shaded/grassy space, and a hard surface. These three types of spaces provide substantial variety in the types of play permitted. The spaces should be located in proximity, so that in all cases children can be supervised adequately by staff. A play area that is well-designed, with diverse and interesting play spaces in close proximity, need not be exceptionally large. Refer to the above minimum standards.

Enclosure/Usual Buffer of Outdoor Play Space

To the maximum extent possible, the play area should be buffered from adjacent uses. The adjacent uses may be businesses, or in the cases of freestanding facilities, neighboring residential properties. Buffering provides aesthetic advantages and also aids in noise reduction and security.

Security

Play areas should be designed to keep the children in and keep strangers out. Since many park settings may allow substantial potential contact between children and members of the general public, security is a preeminent issue. In the ideal situation, the play area would be accessible solely from the child care center. In all cases, play areas should be fully enclosed with walls, fences, or natural barriers which prevent even the most inquisitive child from leaving without assistance from child day care center staff. While children are using the play area, it should be secured against the entry of unauthorized persons. The public should be kept away from the actual play area fence enclosure with landscaping, if feasible.

Outdoor Lighting

All pedestrian ways should be adequately lit for safety and security if utilized during non-daylight hours. This includes all entranceways to child care centers and, in many cases, the pedestrian access from the child care center to the outdoor play space. The pick-up and delivery zone should be well lit, as should the parking area. These transportation areas are, in fact, most intensely used in the early morning and late evening, when lighting may be required.

Landscaping

Landscaping can be utilized to provide buffers and an aesthetically pleasing environment. To the maximum extent feasible, evergreen plants should be utilized as buffers since, in most cases, the facilities will be utilized year-round and especially in the winter months. In no case should landscaping with poisonous, sharp, or hazardous plants be utilized inside the fenced play area. Some shade trees should be provided for the outdoor play area.

Provision for Maintenance

The child care centers in park settings should have consideration for seasonal outdoor maintenance as well as year round maintenance. The lawn, fenced play area, and landscape materials should be designed to reinforce clearly the bounds of park maintained areas versus the area to be maintained by the center itself. An adequate trash enclosure and access for refuse vehicles should be provided; consideration for adequate snow removal of access drives, parking, walks, and the trash enclosure should be made.

Availability of Utilities

The availability of water, electricity, and sanitary service should be addressed on all site plan submissions for new child care facilities. If no public water or sewer is available, then the layout of a private well, septic field of approximately (20,000 SF) and a "perc test" is recommended and should be shown on the site plan.

Site Space Program Requirement for Existing Park School Facility

The following items are basic "rules of thumb" for addressing the size of provisions for: center floor area, staff/guest parking, child drop-off/pick-up parking, and outdoor play space.

Item	Space Recommended
Center Floor Area (Gross)	65 square feet/child *
Staff/Guest Parking	1 space/325 SF (of center floor area)
Child Drop-Off/Pick-up Parking	1 space/650 SF (of center floor area) 70 square feet/child (35 SF/child,if rated for 1/2 of occupants to play at a time)

* The consultant's recommendations may exceed code and licensing requirements. Specific requirements are noted in both COMAR and building/fire codes.

This is an average gross square footage requirement per child for planning purposes.

Site Space Program Requirement for New Multi-Use Park Facility

The following space requirements are what might be typically required for a 52-child facility being planned as a part of a new multi-use "recreation center". The architect believes that additional space may be required to meet specific site constraints associated with access, steep topography, irregular shape of the site, and other natural features.

Item	Dimensions (Formula)	Layout Factor	Area
Building	(Allow approx. 65 SF/ child)	----	N/A
Outdoor Fenced Play	52 children x 70 SF/child	x.050	1,800 SF
Staff/Guest Park	1 space/325 SF (bldg)= 8 sps.	x400 SF/sp	3,200 SF
Child Drop-Off/ Pick-Up	1 space/650 SF (bldg)= 4 sps.	x400 SF/sp	1,600 SF
Drive/Access	(Estimated) 80 ft. x 60ft.	----	4,800 SF
Total			9,200 SF (1/4 acre)

Site Space Program Requirement for "Relocatable" Modular Child Care Facility

The following space requirements are what might be typically required for a rectangular or square shaped site. It should be noted that additional space may be required to meet specific site constraints due to problems associated with access, steep topography, irregular shape of the site, and other natural features. The building specifications represent the dimensions of the child care modulars currently being purchased from the private sector by the Montgomery County Department of Family Resources.

With Existing Public Utilities

Item	Dimensions (Formula)	Layout Factor	Area
Building	±50 ft. x ± 50 ft.	x1.25	3,200 SF
Outdoor Fenced	52 children x 70 SF/child	x0.50	1,800 SF
Staff/Guest Parking	1 space/325 SF (bldg)= 8 sps.	x400 SF sp	3,200 SF
Child Drop-Off/ Pick-Up	1 space/650 SF (bldg)= 4 sps.	x400 SF/sp	1,600 SF
Drive/Access	(Estimated) 80 ft. x 60ft.	-----	4,800 SF
Total			14,600 SF (1/3 acre)

Without Existing Public Utilities

Item	Dimensions (Formula)	Layout Factor	Area
Building	±50ft. x ± 50ft.	x1.25	3,200 SF
Outdoor Fenced	52 children x 70 SF/child	x0.50	1,800 SF
Staff/Guest Parking	1 space/325 SF (bldg)= 8 sps.	x400 SF sp	3,200 SF
Child Drop-Off/ Pick-Up	1 space/650 SF (bldg)= 4 sps.	x400 SF/sp	1,600 SF
Drive/Access	(Estimated) 80 ft. x 60ft.	----	4,800 SF
Septic Field	140 ft. x 14 ft. (approx.)	----	20,000 SF
Well Area	(Note: Minimum of 100 ft. from septic field)	----	N/A
Total			34,600 SF (2/3 acre)

Future Parks in the Planning Stage

Pre-Planning for Future Childcare Facility

For future local parks not yet planned, it is recommended that in areas of great need for child care, an area within the park be designated to incorporate a future child care center, whenever possible. The major planning considerations include: the amount of space to be set aside for the child care facility, the layout of a vehicular and pedestrian circulation, space for parking, the space for outdoor play and the inclusion of "rough-in" capacity for utilities.

According to the Park Planning staff, one of the major difficulties is that park sites are generally designated a specific size to accommodate a certain number or type of facilities. If the decisions are not made early enough in the process, it becomes more difficult to provide sufficient space for both child care and other facilities or activity areas simultaneously.

Space Set-Aside

The space to be set aside for a child care center of a size similar to the "relocatable" modular would range from 1/3 acre to 2/3 acre, depending on site topography, proximity to public utilities, parking availability and the types of recreations and activity areas in the immediate vicinity.

Layout of Circulation

The overall layout of parking, drives, and pedestrian walks should accommodate separate areas without pedestrian conflicts, as would be required for the center. Refer to the diagrams of a typical "relocatable" center and a typical ten acre park.

Parking

Areas for staff/guest parking should be required in addition to the normal parking requirement for other park activities. A separate designated child drop-off/pick-up zone with a safe, one-way drive should be planned for within the overall park layout.

Utilities

Utilities should be "roughed in" along with the main park construction, as feasible, to economize on the cost of adding utilities at a later time. If a septic system and well would be required, then it should be designed for joint use with the main park facility.

SECTION V

CHILD CARE: PARKS AND COMMUNITY FACILITIES

Any selection of a potential site for a new modular child care facility or for a facility in an existing park or recreation building must ultimately be made on a case-by-case basis through the detailed review of the necessary siting specifications and the site's particular environmental conditions. However, some types of parks are likely to be more suitable for child care facilities either in separate modular structures or as an integral in a park facility. In examining the suitability of various park types for child care facilities, the consultants used the following criteria:

1. Size of the park
2. Environmental and topographical conditions
3. Likelihood of a separate area for the center. Potential for accommodation of either a modular child care facility or dedication of space within an existing park building
4. Vehicular access
5. Access to utilities
6. Minimal impact of child care facility on general park activities
7. Minimal impact of child care facility on abutting private residential zones

The Department of Parks of M-NCPPC has eleven general classifications of Montgomery County parks. They are briefly described below and evaluated for their general suitability for child care centers.

1. Urban Parks

    a. Description:

    These small parks serve central business districts, highly urban areas, or commercial districts. They provide beautification, walkways, sitting areas, and occasionally playground equipment and small ball courts. They are most heavily utilized when located near large employment centers. Urban parks may also serve as buffers between differing land uses.

    b. Suitability for Child Care:

    Not suitable due to lack of space and the closeness of abutting uses. But specific urban parks could be used in more flexible ways by other child care facilities. For example, urban parks could be a destination for field trips or outdoor active play.

2. Residential Neighborhood Parks:

a. Description:

These small, walk-to parks provide informal leisure opportunities and recreation in heavily populated residential areas. There will be few additional neighborhood parks provided for new housing as increasing numbers of developers are including private recreation areas as part of their development scheme. Some new neighborhood parks will be acquired and constructed in currently unserved urban ring areas.

b. Suitability for Child Care:

These parks are possible candidates for small child care if space requirements, vehicular access, utilities and separation from normal park uses can be maintained. However, most existing neighborhood parks are too small or would be adversely affected by a Center. It is recommended, that when possible, future neighborhood parks be planned so that they could accommodate a future portable child care facility due to ideal proximity of the parks to users. The minimum size which should be set aside varies based upon site-specific conditions such as: topography, shape of the parcel, shared drives/parking, septic field size, etc. In general, approximately a 2/3-acre site would accommodate space needs for a facility having separate parking, a separate well and septic system, and adequate open space. If separate parking or septic field is not required, then a smaller 1/3-acre size would generally be adequate.

3. Neighborhood Conservation Areas:

a. Description:

Neighborhood conservation areas are small pieces of parkland that primarily serve conservation purposes in residential areas. They are often dedicated during the subdivision process and frequently contain streams or drainage areas and adjacent wooded slopes. They benefit the neighborhood by providing open space and reducing stormwater runoff. These parks are generally left undeveloped.

b. Suitability for Child Care:

These parks generally comprise steeply sloped floodplains or other undevelopable areas and are not suitable for day care facilities.

4. **Local Parks**:

a. **Description**:

Local parks are approximately ten acres in size, and provide ballfields and other programmed and unprogrammed recreation for local residents. When these parks are located next to an elementary school, they may be referred to as "park schools". A substantial number of future local parks will be obtained through the subdivision process.

b. **Suitability for Child Care**:

The size and location of these parks in populated areas contribute to their suitability for child care uses. On a specific case-by-case basis, these parks should be investigated for potential sites in which a child care facility could be located without major impact on park uses or abutting residential areas. Future local parks should be planned in order to accommodate a 1/3-acre to 2/3-acre site for a potential child care facility.

5. **Regional Parks**:

a. **Description**:

Regional parks combine conservation and recreation in large parks of more than 200 acres. They provide a large range of recreational opportunities and facilities, while reserving approximately two-thirds of the parks for conservation-related purposes. Some regional parks have intensively developed active recreation areas which may include golf courses, sports complexes, ice rinks, large scale picnic playground areas, water oriented facilities, etc.

b. **Suitability for Child Care**:

Some selected areas in developed regional parks are suitable for child care facilities, if the size can be carefully designed in order to accommodate the site requirements of the child care facilities as well as the park's program requirements. Some of the regional parks in Montgomery County near population centers are very heavily used.

Regional parks in remote areas of the County which do not have utilities or road access are of limited suitability for child care. The more remote regional parks are in less populated areas and likely to be further from the greatest need for child care.

While adding a child care facility into such a park may be feasible, several issues related to their heavy use should first be investigated. These issues include: traffic, parking availability, environmental impact, and the relative separation of the child care facility. In addition, regional parks generally have limited hours (i.e., 10:00 A.M. - dark) which may conflict with the more conventional operating hours of child care centers.

6. Stream Valley Parks:

a. Description:

Stream valley parks are interconnected parks along major stream valleys serving conservation and recreation needs. They provide valuable open space, passive recreation areas, and occasionally active recreation facilities on adjacent usable land. The stream valley park system creates a green network extending throughout the County, providing public access to streams and trails for jogging, hiking and bicycling. It also protects the major County stream valleys from flooding, erosion, and sedimentation.

b. Suitability for Child Care:

Stream valley parks are generally not suitable for any building (including child care facilities) due to their topography, floodplain condition, and narrow width. But there are several stream valley park "nodes" (or wider areas attached to a stream valley) which are similar to neighborhood conservation areas and could be potential sites for a small, self-contained child care center, if the floodplain and other site conditions can be satisfied.

7. Conservation Area Parks:

a. Description:

Conservation area parks are acquired to preserve specific natural features. Their development will be nonintensive and primarily focused on interpretation and protection of environmental elements and may include compatible uses such as hiking, fishing, and horseback riding.

b. Suitability for Child Care:

These parks are generally not suitable for child care facilities due to their ecologically sensitive, undeveloped character.

8. Recreational Parks:

a. Description:

Recreational parks are approximately 50-acre parks that provide concentrations of athletic facilities for specialized programming for all County residents. A variety of ballfields, courts, and other facilities are included depending on projected facility needs.

b. Suitability for Child Care:

These parks are good possibilities for the incorporation of child care facilities depending on the siting requirements, impact on park facilities, availability of site utilities, and year-round accessibility to the facility.

9. Historic/Cultural Parks:

a. Description:

These parks are areas acquired and maintained for their historic or cultural significance, representing a variety of sizes and uses. Most of these parks will have practical uses which could include small conference centers, art galleries, gardens, and historical farms.

b. Suitability for Child Care:

Selecting historic/cultural parks should be investigated to determine if their facilities could be converted to child care uses. The Historic Preservation requirement may preclude any child care facility conversion on some sites.

10. Other

a. Description:

This is a miscellaneous category for parks that do not fit other categories. It provides the flexibility to respond to unique and/or changing park needs. The Potomac Horse Center is an example of a park included in this category.

b. Suitability for Child Care:

Due to the limited number of parks in this category, its consideration for child care use is not warranted.

In summary, based upon a review of the various Montgomery County park classes, the following park types seem to be most suitable for more specific site investigations in order to locate good child care facility sites:

1. Local parks
2. Recreational parks
3. Residential neighborhood parks
4. Stream valley park "nodes"

M-NCPPC STUDIES OF THE USE OF RECREATION CENTERS

Within the last several years, both the Planning Department and the Parks Department have conducted several studies of the use of park buildings and recreation centers within Montgomery County. This section will focus on the recommendations of each report which have some applicability to the use of park facilities for child day care programs. At that time, the study identified five centers that would be appropriate for child care centers for approximately 40 children based upon the utilization of the center and the size of the facility.

In 1983, the Planning Department conducted the study Preliminary Assessment of Montgomery County Planning Board Park Facilties for Group Daycare Programs. According to the study, based on the site and building standards of the licensing code, the vast majority of recreation centers meet the basic requirements for child day care programs. The recreation centers differ in the amount of usable activity areas and the degree of conversion required to make facilities fully suitable for group day care programs.

The Parks Department conducted two studies of recreation centers -- M-NCPPC Recreation Centers in Montgomery County (December 1984), and Update of the 1984 M-NCPPC Recreation Center Study (April, 1986). A summary of the findings and the recommendation follow in the next paragraph.

The first study examined the utilization trends of the M-NCPPC recreation centers from 1967-1983. The findings suggested that the overall use of M-NCPPC recreation centers has declined by 23% since 1978 predominately as a result of decreasing utilization by the Recreation Department. Based upon the findings, the staff recommended that no additional small centers should be constructed, additional public relations strategies should be developed to encourage increased use of existing centers, and in the low use centers alternative uses like day care and non-profit groups should be given consideration. The second study noted that the downward trend of less use of the M-NCPPC recreation centers has stopped in 1985 although it is too early to determine if use will continue to increase. Based upon the 1985 data, the recommendations of the 1984 report remain valid. Both reports suggested that alternative uses of underutilized centers should be considered; child care programs

have been considered as one of many potential users of these centers.

In addition to the studies completed earlier, the Department of Parks is currently evaluating which centers are underutilized and might be available to lease to child care centers.

Park and Recreation Department Staff Concerns about Child Care Programs in Existing Building or Proposed Modular Facilities

The consultant had meetings with various staff members of the Department of Parks and the Department of Recreation in Montgomery County during the preparation of the report. During the meetings, the staff members expressed various concerns about the use of both existing and proposed child care modular units in various park settings. Some of these concerns included:

- **Maintaining sufficient numbers and types of accessible community recreational opportunities while providing opportunities for both part-time and full-time child care or pre-school programs.**
- **Converting a significant number of sites to specialized uses such as child care will reduce the number of facilities available to program for alternative community needs.**
- **Providing appropriate and sufficient storage space to accommodate day time and evening users at one site.**
- **Monitoring the potential environmental impact of child care programs on the immediate site and surroundings.**
- **Determining responsibilities for insurance and liability associated with the use of existing facilities by child care and recreation programs.**
- **Determining maintenance and cleaning responsibilities (and fees associated with additional services) to ensure that each site can accommodate a variety of users and activities.**
- **Accommodating various users on the site (including the siting of modular units for child care), each requiring sufficient space, parking and access, without detrimental impact and undesirable mixture of activities.**
- **Maintaining appropriate aesthetic and compatability standards between the child care modulars, use of park buildings for child care and other programs operating on park property.**

In order to address some of these concerns, various staff members of both the Department of Parks and the Department of Recreation made specific suggestions. The suggestions are noted below:

1. **In order to provide additional storage space for various users within facilities, the provision of either portable storage units or mounted wall storage units may be both appropriate and necessary.**
2. **Every effort should be made to address the density and diversity of services within the region to achieve broad recreational opportunities. This is particularly important in instances where the "exclusive use" by child care programs in some facilities will likely require re-locating other existing programs to achieve a balance of programs within a given area.**
3. **Leasing policies should note that some buildings are leased for special programs and activities. For example, since many large recreation centers are used solely for summer camps during the summer months they cannot currently be made available for alternative uses.**

Many of these concerns have been conveyed to both the Montgomery County Department of Family Resources and the Department of Facilities and Services, the agency responsible for preparing and negotiating the leases with users of both closed schools and child care modulars sites on public property such as schools and parks.

USE OF COMMUNITY FACILITIES

Various jurisdictions use space in a variety of community facilities for child care and recreation programs. For example, within Montgomery County there are essentially three means by which public space can be leased for child care: a joint occupancy arrangement with the public schools; shared space arrangements in open public schools; and, direct lease arrangements in closed and reverted schools renovated for public use, new County facilities, and modular units.

Community Facilities: Schools, Community Centers in Parks, and Modulars

Closed schools and community centers are excellent resources for locating child care programs. The buildings are generally equipped to handle children since many already have child-sized furniture, equipment and space that is appropriate for child care and recreation programs. The outdoor areas usually have the appropriate equipment and space to meet the needs of children of all ages. In general, costs for renovations of such facilities for child care and recreation programs are far less than commercial space in office buildings and, in most cases, than residences. Roofing repairs and fire alarm systems were the major

expenses of the programs surveyed; the average costs were approximately $25,000 to renovate the buildings for child care programs.

Open Schools

Open schools are becoming scarce resources for child care and recreation programs as the population of school-age children rises in the rest of this decade. Population projections indicate that this trend will continue for the next 20 years. However, costs for renovations of open schools have remained relatively low compared to renovations of closed school space. Many closed schools, especially those not occupied for some time, need extensive renovation and repair work. Generally, child care centers or recreation programs benefit from renovations of open schools if there is sufficient space to incorporate these related but separate activities. In some instances, if the school acquires a remodeled cafeteria/gymnasium, child care programs may often have opportunities to lease some of these areas on a shared space arrangement. If outdoor play equipment is updated or replaced, there is no expense to a child care center, unless special additional equipment purchases are required.

Issues Associated With Open Schools and Community Centers

The operators of child care and recreation programs reported very positive or neutral responses to sharing space in community centers or open schools. The programs in the community centers run generally rather autonomously. The child care center and the recreation program share neither personnel nor space. There is sufficient outdoor play area so that all the children can be out on the playground and open space areas at the same time.

Parking and traffic were the only issues that seem to have developed as a result of the large number of parents arriving and departing at the same time. In order to resolve the problem, however, the programs worked together and developed 15-minute drop-off areas in the front of the buildings.

The programs in the open school setting worked together to serve the needs of children in their community. The staff of the child care and the recreation programs plan weekly activities and share common play areas both indoors and outdoors. Within this particular program, field trips are planned jointly and staff are often supervising children together, no matter which programs children are signed up for. This model is rather unique and can work well in small communities where the agencies can develop very close working relationships. It is clearly much more difficult to develop such cooperation in communities that serve a significently larger number of children.

According to the operators, costs for start-up of both programs in the open school setting were minimal. The major costs only involved indoor equipment which was initially around $5,000 each for the child care program and the recreation program.

Modular Units

Modular units are another fine facility resource for child care and recreation programs. The costs of modular units vary considerably depending upon the design and quality of construction. Modular units can cost $165,000-$300,000 to purchase and install but they have the advantage of being able to be moved to another location when and if child care or recreation programming needs change within a given community.

Prior to the County's initiative to site child care in modular units on public property, a child care program was located in a privately-owned modular on public school property. The modular has been on the site for approximately three years. It was not initially well-received by the neighbors. They were concerned about the aesthetics and the lack of landscaping around the area of the child care program. Once the neighbors had their needs satisfied for landscaping and screening, however, they were very comfortable with the center. The modular unit has been well-received by the parents and the principal of the school adjacent to the program. It blends in with the rest of the environment.

Despite some parents' initial concerns about the stability of the building, their concerns have not been warranted. Placement of child care programs in modulars on school grounds or park settings gives the programs opportunities to use the buildings and outdoor play equipment and other resources in both the schools and parks. For instance, the preschool program is invited to participate in programs in the school building during the school year, along with the elementary school children.

Child Care Modular Program in Montgomery County

In response to the lack of affordable space for child care in areas of high need for these services, Montgomery County government has accelerated its efforts to renovate closed schools and has initiated a Capital Improvements Program to purchase 17 modular buildings by FY 90. These facilities will be sited on public property including school and park property in addition to other County-owned property. According to the Update Report on Site Selection of Child Care Modular Units (May 1987), one modular is located at the Shady Grove Sciences Center, a second is currently being located at Martin Luther King, Jr. park and at least two more are planned for school sites in FY 87. The report describes the units as follows:

> "The modular buildings are designed as stand-alone facilities with all necessary utilities and equipment. Each center will have a maximum capacity for 50 children and will have approximately 2,500 sq. ft. of space. Both the Health Department and the Fire Marshal's Office participated in designing the specifications to ensure that the modular design meets with the COMAR regulations (10.05.01) and the Fire Code of Montgomery County. It is a generic design that will

economically accommodate the four age groups of licensed child care: infants and toddlers, preschool, schoolage, and older schoolage children. The modular child care buildings will be acquired with County funds, will be placed on publicly-owned sites, and will be maintained by the County government. All of the facilities will be leased to private child care providers."*

The Interagency Site Selection Committee, composed of representatives of various County agencies, served as an advisory group to the Department of Family Resources during the entire process and made recommendations regarding potential sites for the modulars. Representatives on the committee also participated in the interviews of the providers interested in leasing the modulars. A copy of the information packet, application guidelines, and a diagram of the modular is attached in Appendix F.

To determine areas of greatest need for child care, the following indicators were used: population of children by planning area, percentage of working parents, approximate number of children receiving service, and number of children still needing care. At the preliminary stages, the committee initially focused on planning areas with more than 1,000 children in need of care as potential locations for child care modulars.

After utilizing the general guidelines regarding areas of need for child care, the Department of Family Resources staff examined a variety of sites based on the following factors: physical constraints such as space and topography, proximity to utilities, availability of parking, drop-off, access, and play area, incompatible uses in the vicinity or alternate use already designated, potential for renovation of nearby public buildings for day care, and the potential for simultaneous site construction with other public facilities.

According to the staff associated with the siting of child care modular units, the most economical and timely construction will be done in conjunction with designated public facility construction. Both school construction projects and park facilities have proven to be good opportunities for the siting of child care modulars.

Based upon the siting costs for the first few modulars, costs vary widely depending upon the various site constraints, including the proximity to existing sewer and water lines. The siting costs for the first two modulars exceeded initial estimates. They ranged from a low of $80,000 to over $300,000, excluding the cost of the modular which ranged from $130,000 - $150,000.

---

* Department of Family Resources, Division on Children and Youth and Interagency Site Selection Committee, Update Report on Site Slection of Child Care Modular Units, p. 2.

Although the initial siting costs associated with the first modulars have been very high, the Department of Family Resources staff is hopeful that future sites will have fewer topographical and utility constraints assocated with them.

In fact, future siting decisions will be further constrained by projected siting costs. With additional placement of modulars, however, both the administrative issues and projected costs will hopefully be reduced. Future modular siting projects initiated at the onset of public facility construction projects will likely reduce some of the siting costs. Additional information about both the siting of modulars on park property and the necessary lease conditions to ensure their success will also be available as the project is evaluated over the next year or two.

The Parks Department has worked cooperatively with the Department of Family Resources during both the investigation of potential sites and during the siting of the first modular on park property. As other sites are examined, the process might be refined, however, if the Parks Department developed guidelines and administrative procedures to evaluate the various requests for the use of park property or buildings for child care programs. Several child care programs are currently operating in closed and open schools and community or recreation centers. Due to the increasing demands for child care services, however, additional facilities are necessary.

In response to this issue, within Montgomery County, several public agencies have been examining both their existing buildings and sites as potential locations for child care programs. While various concerns have been raised about siting and the availability of facilties for various programs, including child care, several communities have demonstrated how public facilities can be successfully used for a variety of child care and recreation programs.

APPENDIX A

July 8, 1986 Draft

SURVEY OF
OPERATORS OF SMALL RESIDENTIAL CENTERS

I. Center Profile

A. Administration

1. What is your licensed capacity? ____________________

2. What is your current enrollment: full time (8 hours or more)_________________ part-time____________________
Please summarize the nature of part time arrangements
____
____

3. Is the center open during public school vacations (including summer)? ______________________________.
What is your typical enrollment in the summer ______,
during the public school year ___________.

4. What are your hours of operation? ____________________

5. How many employees do you have:
full-time _________ part-time _________

6. Were you a licensed family day care provider before you open your center? _______________________________

7. Have you had difficulty obtaining liability insurance?
____
____

B. Real Estate

8. What is the zoning on this site? _______________
____

9. When you obtained a Special Exception, how did the process work? ___________________________________
____
____
____

10. How did you find out which government agencies you needed to contact for all of the approvals you needed to become licensed? ______________________________
____
____
____

11. Please tell me which approvals were the most difficult to obtain and why. ______________________________
____
____
____
____
____

Were the problems with the process or the regulations themselves? ______________________________
____
____

12. What is the size of your lot? ______________________

13. Roughly, how many square feet are there in your home?
____

How many square feet are licensed for the center?
____

14. Did you make any changes to the exterior of your house or to your yard in order to become a center? ______ Were they required _______ or voluntary ________
What were they? ______________________________
____
____
____

15. Do you live on the premises? ______________________

16. When was your license issued? ______________________

C. Transportation

17. How many children are from the immediate neighborhood (10 block radius)? ______________________________
Where do the others live? ______________________________
____

18. How do children reach the center: by car_______________
on foot________, public transportation_______________
other____

18. Do you provide any transportation? ___________________
What type __________________ for what purpose _________
____
____

20. What activities do you typically do with the children away from the site (specify) _______________
____
____
____
____

How do you transport the children to these locations?
____
____
____
____

D. Neighborhood

21. How was your center received by the neighbors:

In the planning stage _______________________________
____

At its opening _____________________________________
____

Now ____
____

22. What were your neighbors concerns, if any? ___________
____
____
____

23. How do the neighbors view the following issues in regard to your center?

a. Traffic flow ______________________________________
b. Parking ____
c. Noise ____

24. How have you addressed concerns expressed by your neighbors? ____
____
____

25. Have you added fencing or landscaping buffers to your property? ____________________. If yes, please describe them____
____
____

26. Is your trash collection adequate ____________________
If not, how have you resolved the problem? ________
____
____

27. Where do the children play? ________________________
In the play lot only ____________________________
Throughout your property ________________________
At a nearby park _______________________________
At a nearby school _____________________________
Other ____

28. Please describe any problems your neighbors have caused to you such as dogs running loose or poorly maintained trees or lawn. _____________________________
____
____

E. Expenses

29. In order to develop guidelines for the establishment of other centers, we would appreciate as much detail as you can provide on the costs of developing your center. Can you tell me what your expenses were in the following areas:

a. Direct approval costs ___________________________
b. Landscaping ____________________________________
c. Sprinkler system _______________________________
d. Alterations to meet other codes _________________
e. Other construction _____________________________
f. Indoor equipment _______________________________
g. Outdoor equipment ______________________________
h. Professional services (architects, lawyers, accountants ______________________________________

31. What were your major unanticipated costs? ______________
____
____

Thank you

APPENDIX B

SURVEY OF NEIGHBORS OF CENTERS

Center:________________________________ Date:________________

Address____

Hello, my name is________________________. I'm doing a survey of neighbors of small residential day care centers for the Maryland National Capital Park and Planning Commission. May I ask you afew questions? It will only take a few minutes.

1. How do you feel about having a child care center in your neighborhood?

__________very enthusiastic __________positive

__________neutral __________uncomfortable

__________very negative

2. What was your first reaction when your neighbor started the child care center?

____

____

3. Do you still feel the same way? _____yes _______no

Please explain:____

____

4. Has the child care center caused a change in the flow of traffic in the neighborhood? If so, check the statement that seems most true:

_________The traffic has increased substantially as a result of the center

_________The traffic has increased only slightly as a result of the center

_________The traffic hasn't increased at all.

_________Other (please explain)_____________________________

5. Has the center caused a significant increase in the noise level of the neighborhood?

______Yes ______No ______I don't know______Uncertain

If yes, please give an example(s)____________________________

____

6a. Has there been any problems around the issue of litter?

_______Yes _______No_______ _______Uncertain

If yes, provide an example(s):____

____

b. Has there been any more trash than usual?

____Yes ____No _____Uncertain

If yes, please provide an example:____

____

7. Has there been any vandalism that you could attribute to the center?

___Yes ____No _____Uncertain

If yes, plese provide an example:____

____

8. Has the child care provider maintained the safety of the children by providing adequate supervision or, for example, through adequate fencing of the yard?

____Yes _____No _____Uncertain

Please comment____

____

9. Has the child care provider maintained adequate control of the children by fencing or supervision, for example?

____ Yes ____No _____Uncertain

Please comment:____

____

10.Have there been any changes in the structural aspects of the residence in order tn operate the child care center? (e.g. new addition, landscaping)

_____Yes ____No _____Uncertain

If so, are these effects positive?_____Negative_____?
Please explain____

____

11. Has the child care center raised any other issues among the neighbors?

_____Yes ____No ____Uncertain

If yes, what are they?____

____

12. Has the child care operator been cooperative with the neighbors?

_____Yes ____No _____Uncertain (For example, did she consult with the neighbors before starting the center?)

Does she respond positively to concerns, complaints?
______Yes ______No ______Uncertain

13. What benefits has this child care center had for your neighborhood, if any?
____
____
____

14. Do you have any suggestions to make to other neighborhoods who have or who are in the process of responding to requests to start child care centers in residential communities?
____
____
____

15. Please check the situation that is most like your own:
______I am not at home between 8:00a.m. and 6:00 p.m.

______I am home most of the day

______I am home part of the day

16. Please check the situation that is most like your own:

______I operate a business out of my home

______I am a homemaker

______I am a retired senior citizen

July 2, 1986

MNCPPC - CHILD DAY CARE STUDIES

Traffic Count

Center: ______________________ Date: ______________________ AM/PM

Address: ____

Time	1. No. Center Related Cars A Arriving	B Departing	2. No. of Children Dropped Off/ Picked Up	3. Total Vehicle Occupancy	4. Maximum No. Cars Parked for Center	5. Maximum No. of Cars in Line to Pickup or Deliver	6. No. of Children Arriving By Other Means
7:00 - 7:15 AM							
7:15 - 7:30 AM							
7:30 - 7:45 AM							
7:45 - 8:00 AM							
8:00 - 8:15 AM							
8:15 - 8:30 AM							
8:30 - 8:45 AM							
8:45 - 9:00 AM							
Subtotal							

APPENDIX C

Center: ______________________ Date: ______________________ AM
PM

Address: ____

Time	1. No. Center Related Cars		2. No. of Children Dropped Off/ Picked Up	3. Total Vehicle Occupancy	4. Maximum No. Cars Parked for Center	5. Maximum No. of Cars in Line to Pickup or Deliver	6. No. of Children Arriving By Other Means
	A Arriving	B Departing					
4:00 - 4:15 PM							
4:15 - 4:30 PM							
4:30 - 4:45 PM							
4:45 - 5:00 PM							
5:00 - 5:15 PM							
5:15 - 5:30 PM							
5:30 - 5:45 PM							
5:45 - 6:00 PM							
Subtotal							
Total							

APPENDIX D

July 2, 1986

PARENT TRANSPORTATION SURVEY

Center: ____________________ **Date:** ____________________

Time: ____________________

Hello, my name is ________________. I'm doing a survey of transportation issues related to child day care centers for the Montgomery County Planning Board. May I ask you a few questions? It will only take a few minutes. You may also take this form and return it to me this afternoon between 4 and 6 p.m.

1. How did you arrive at this center? By car ______; On foot ______; Other (please specify) ________________.

2. Where did you begin this trip? (For example, your home, your office, some other place.) ________________ ________________Its nearest intersection and zip code ________________.

3. What is the final destination of this trip? (For example, your home, your office.) ________________ ________________Its nearest intersection and zip code.______ ________________.

4. Please list all of the stops you have made or plan to make on this trip. ________________ ________________ ________________

5. How many children are you dropping off or picking up at this center? ________________

6. Are you a member of a car pool whose purpose is to transport children to and from this site? ____________ If so, how many families participate? __________ How many children? ________ Who are the principal drivers (i.e., 3 mothers, one father, and a babysitter)? ________________ ________________

   What are the basic arrangements? (For example, one parent delivers children and one picks them up, or one drives and one pays for this service, etc.) ________________ ________________ ________________ ________________

7. On the average, how many trips do you make to or from this center:
   Each day? __________
   Each week? __________

8. What time do you normally deliver your children in the morning? ______________________________ How much does this typically vary from day to day in minutes? ________________.

9. What time do you normally pick up your child in the afternoon? ____________________________ How much does this typically vary from day to day? ___________________________.

10. Is your schedule different during the public school year? _____________ If so, how does it vary? __________________
____

11. Is your schedule different in inclement weather? ___________ If so, how does it vary? ____________________________________
____

12. Do your normally use public transportation for all or most of this trip? _______________ If so, what type ____________
Please rate its convenience: Very convenient _____________
Convenient ___________ Acceptable _________________________
Difficult ____________ Very difficult _____________________

13. Please rate the ease of parking at this location: Good ____
Average ____ Difficult ____ Extremely difficult ____

14. Is parking more difficult in the morning ____, the afternoon ____, or always about the same ____?

15. Please rate the degree of safety in delivering or picking up children at this location:
Very safe ____ Reasonably safe ____ Unsafe ____
Extremely dangerous ____

16. Please identify any traffic safety issues you feel are important at this location (for example, busy street to cross or convenient parking):_____________________________
____
____

17. If you had unlimited choice for the location of your child's day care, would you prefer a center:
closer to home ______________
closer to work ______________
in this location ____________

18. How old is your child(ren)? ___________________________.

Thank you.

APPENDIX E

July 2, 1986

TRAFFIC COUNT
Surveyor's Instructions

1. Arrive at least five minutes early.
2. Please park far enough from the site so that your car does not have an impact on the study, at least, 3 or 4 houses away.
3. Introduce yourself to Center staff: "I am ___(name)___. I am here to do the transportation survey for the study of child day care centers for the Montgomery County Planning Board." (All centers will be called in advance.)
4. Choose a location where you have a good view of arriving, departing, and waiting cars. This will normally be as close to the drop off point as possible.
5. In the first column, enter the number of cars arriving or departing the center including those dropping children off or picking them up at the center.
6. In the second column, enter the number of children dropped off or picked up at the center in series form, i.e., 1, 2, 1, 3.
7. In the third column, enter the total number of people in each car in series form, i.e., 2, 7, 2, 3, etc. (Include the children picked up or dropped off at the center.)
8. In the fourth column enter the greatest number of cars parked, including those on the street, during the period.
9. In the fifth column make a check if, during the period, cars had to wait to get a parking space or to reach the area for dropping off or picking up children. Enter the greatest number of cars waiting during the period.
10. If time allows, ask each driver or adult bringing children to the site by other means, the questions on the survey instrument (form). If this is not possible, hand a copy to each driver and ask them to return it to you in the afternoon. If that is impossible, ask them to return it by mail.
11. Provide a stamped, addressed envelope to each person who needs to mail in the questionnaire. Make a list of their names.
12. After each two hour observation period, fill out the Surveyor's Observations form. Be as specific as possible.

8. What time do you normally deliver your children in the morning? ______________________ How much does this typically vary from day to day in minutes? ____________.

9. What time do you normally pick up your child in the afternoon? ______________________ How much does this typically vary from day to day? ____________________.

10. Is your schedule different during the public school year? __________ If so, how does it vary? ______________
____

11. Is your schedule different in inclement weather? ________
If so, how does it vary? __________________________
____

12. Do your normally use public transportation for all or most of this trip? __________ If so, what type __________
Please rate its convenience: Very convenient __________
Convenient ________ Acceptable ________________
Difficult ________ Very difficult ______________

13. Please rate the ease of parking at this location: Good ____
Average ____ Difficult ____ Extremely difficult ____

14. Is parking more difficult in the morning ____, the afternoon ____, or always about the same ____?

15. Please rate the degree of safety in delivering or picking up children at this location:
Very safe ____ Reasonably safe ____ Unsafe ____
Extremely dangerous ____

16. Please identify any traffic safety issues you feel are important at this location (for example, busy street to cross or convenient parking): ______________________
____
____

17. If you had unlimited choice for the location of your child's day care, would you prefer a center:
closer to home __________
closer to work __________
in this location __________

18. How old is your child(ren)? ______________________.

Thank you.

APPENDIX F

Montgomery County Government

Children's Resource Center
332 West Edmonston Drive
Rockville, MD 20852
(301) 279-1260

May 1987 (revised 7/87)

ATTENTION: CHILD CARE PROVIDERS

Montgomery County Government is seeking expressions of interest from child care providers who wish to lease space in public facilities. Applications are now being accepted for before- and after-school child care at the Martin Luther King Park in Silver Spring, Maryland. The availability of the site is expected to be August 1987.

We are asking all interested child care providers to submit nine (9) copies of a written, complete application to the Children's Resource Center at the above address no later than June 12, 1987, by close of business at 5:00 p.m. No applications, or parts of the applications, will be accepted after that time.

MODULAR UNIT SPECIFICATIONS

Approximately 1970 sq. ft. of licensable space will be available at $9.60 per square foot. The term shall be for three years. The rate will be adjusted each year according to operating costs, a portion of the debt service, and the number of low and moderate income families placed.

The rental rate paid by the selected tenant will cover the following operating expenses: utilities, janitorial, (major and minor) maintenance, pest control, snow removal, grounds maintenance, and trash removal.

Site preparation for the modular will include fencing the playground area and providing both a mulched area and a hard surface for wheel toys within that playground area. Any other fencing or modification to the mulching (i.e., sod, sand, special mulch) will have to be provided by the tenant.

PROGRAM REQUIREMENTS

The tenant must operate a year-round child care program, licensed by the Health Department, for school-aged children. The program must be available before- and after-school, and days the schools are closed (summers and some holidays). It is also required that the program operators agree to the following lease conditions:

Department of Family Resources, Division on Children and Youth

Office: 401 Fleet Street, Rockville, Maryland 20850, Voice 301/279-1530, TDD 301/279-1246
Mailing Address: 101 Monroe Street, Rockville, Maryland 20850

Operators agree to accept children with special handicapping conditions; conduct required criminal background checks; share enrollment data, give priority enrollment to County employees; accept children whose parents participate in State/County subsidy programs; and maintain monitoring reports for parental review. Part-time preschool programming during the schoolday is encouraged.

TENANT SELECTION

The applications will be scored with a 100-point system by a committee composed of interagency government staff and local representatives. The three highest scoring applicants will be requested to come in for an interview by the committee. The committee/County reserves the right to reject any and all applications and to re-start the process.

Attachments:

A) Items Outlined as Part of Application for Child Care Modular
   1) Financial Forms (Item 6)
   2) Statement of Liability (Item 7)
B) Modular Unit Plans
   1) Floor Plan
   2) Vicinity Map
   3) Area Map
C) Questions Most Asked
D) Scoring Sheet
E) Certification

SUBMIT THE ITEMS OUTLINED BELOW
AS PART OF APPLICATION FOR
CHILD CARE MODULAR

1. Applicant cover sheet with name of organization, phone number and contact person.

2. Statement of provider's experience in child care or related field.

3. If provider currently operates other programs, provide a list with name of program, address, hours of operation, ages of children served, number of children served, director's name, and the name and phone number of the building manager.

4. Most recent program review report.

5. Copy of non-profit, tax exempt status, if applicable, i.e., IRS 501(c)(3) letter of determination.

6. Statement of provider's financial status (e.g., cash reserves, ability to borrow). (Incorporate forms, Attachment A1)

7. Proposed liability insurance coverage. (See enclosed insurance statement, Attachment A2)

8. Three professional references.

9. Statement of the philosophy and objectives of the child care program.

10. Proposed timeline for program operation start-up; and the proposed days, months, and hours of operation and age range of children.

11. Proposed schedule of activities, by age group, for school days, and holidays/summers.

12. Staff selection criteria (include job descriptions, and other personnel policies).

13. Parent policies.

14. Statement regarding the degree of parent involvement planned for this particular site.

15. Sample parent-center contract.

16. Policy regarding discipline.

17. Description of food service plan and a two-week sample menu.

18. Plans to accommodate children who need part-time, occasional care.

19. Plans to accommodate children with special needs.

20. Plans to address the needs of non-English speaking and ethnically diverse families.

21. Proposed plans for field trips, including plans for transportation.

22. Recruitment/admission procedure.

23. Proposed fee schedule, including breakdown of full day, before- and after-school, holidays and summers, late fees, etc.

24. Proposed program budget and projected cost per child.

25. Statement as to how the program will address transportation needs of children who attend school from out of the school service area.

Statement of Financial Responsibility

1. Is the applicant a subsidiary of or affiliated with any other organization(s), corporation(s), or any other firm(s)?:

   YES:____ NO:____

   If yes, list each such organization, corporation or firm by name and address, specify its relationship to the applicant, and identify the offers and directors or trustees common to the applicant:____

2. Financial condition of applicant (attach financial statement done in the last six months).

3. If funds for the applicant of the space are to be obtained from sources other than the applicant's own funds, a statement of the applicant's plan for financing the leasing of the facility.

4. Sources and amount of cash available to meet equity requirements of the proposed undertaking:

   a. In banks (Include names, addresses, zip codes, telephones of banks, and amounts)
   b. By loans from affiliated or associated organizations, corporations, or firms (Include names, addresses, zip codes, telephones of organizations, and amounts)
   c. By sale of readily salable assets (Include description, market value, and Mortgage or Liens).

5. Names and address of bank references.

6. Bankruptcy:

   a. Has the applicant or (if any) the parent corporation, or any subsidiary or affiliated corporation of the applicant or said parent corporation, or any of the officers or principal members, shareholders or investors, or other interested parties been adjudged bankrupt, either voluntarily or involuntarily, within the past ten years?

      YES:_____ NO:______

      If YES, give date, place, and under what name:______________

7. Personal Interest:

a. Does any member of the governing body of Montgomery County, Maryland, to which the accompanying application or proposal is being made of any officer or employee of the aforesaid County who exercises any functions or responsibilities in connection with the carrying out of the project under which the school covered by the applicant's proposal is being made available, have any direct or indirect personal interest in the applicant?

YES:_____ NO:______

If YES, please explain.

8. Statements and other evidence of the applicant's qualifications and financial responsibility (other than the financial statement referred to).

Montgomery County Government

The following is the insurance requirement recommended for leases involving child care services:

Prior to the Commencement of the Agreement, the Contractor shall obtain at its own cost and expense and keep in force and effect until the termination of this Agreement, the following Insurance with the Insurance Company/Companies licensed and qualified to do business in the State of Maryland, evidenced by a Cerfificate of Insurance.

Worker's Compensation

Statute limits and the following limits:

- -Bodily Injury by Accident, $100,000 each accident
- -Bodily Injury by Disaster, $500,000 policy limits
- -Bodily Injury by Disaster, $100,000 each employee.

Commercial General Liability

Minimum $1,000,000 limit combined single limit for Bodily Injury and Property damage per occurrence including the following coverages:

Contractural Liability
Premises and Operations
Independent Contractors

Automobile Liability

Bodily Injury - $500,000 each person, $1,000,000 each occurrence
Property Damage - $300,000 each occurrence
Including the following:

- -owned automobiles
- -hired automobiles
- -non-owned automobiles

Additional Insured

Montgomery County Government shall be named as an additional Insured on all liability policies.

Policy Cancellation

Sixty days written notice of cancellation or material change in any of the policies is required.

~~Certificate Holder~~

Montgomery County Government
Division of Risk Management
101 Monroe Street, 15th Floor
Rockville, Maryland 20850

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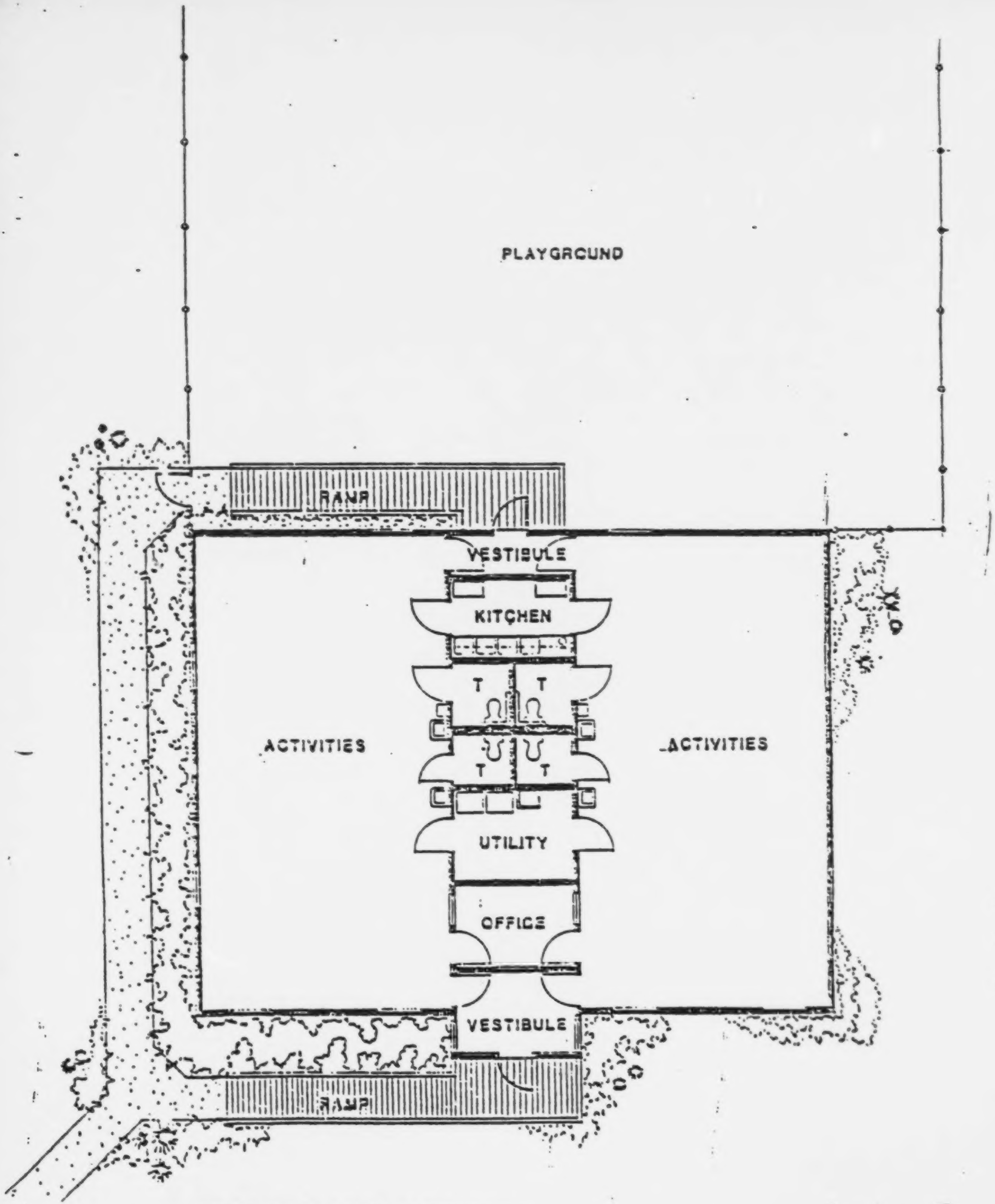
May87 - Fire
Page 7 of 13


PLAYGROUND
RAMP
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CHILD CARE CENTER

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May87
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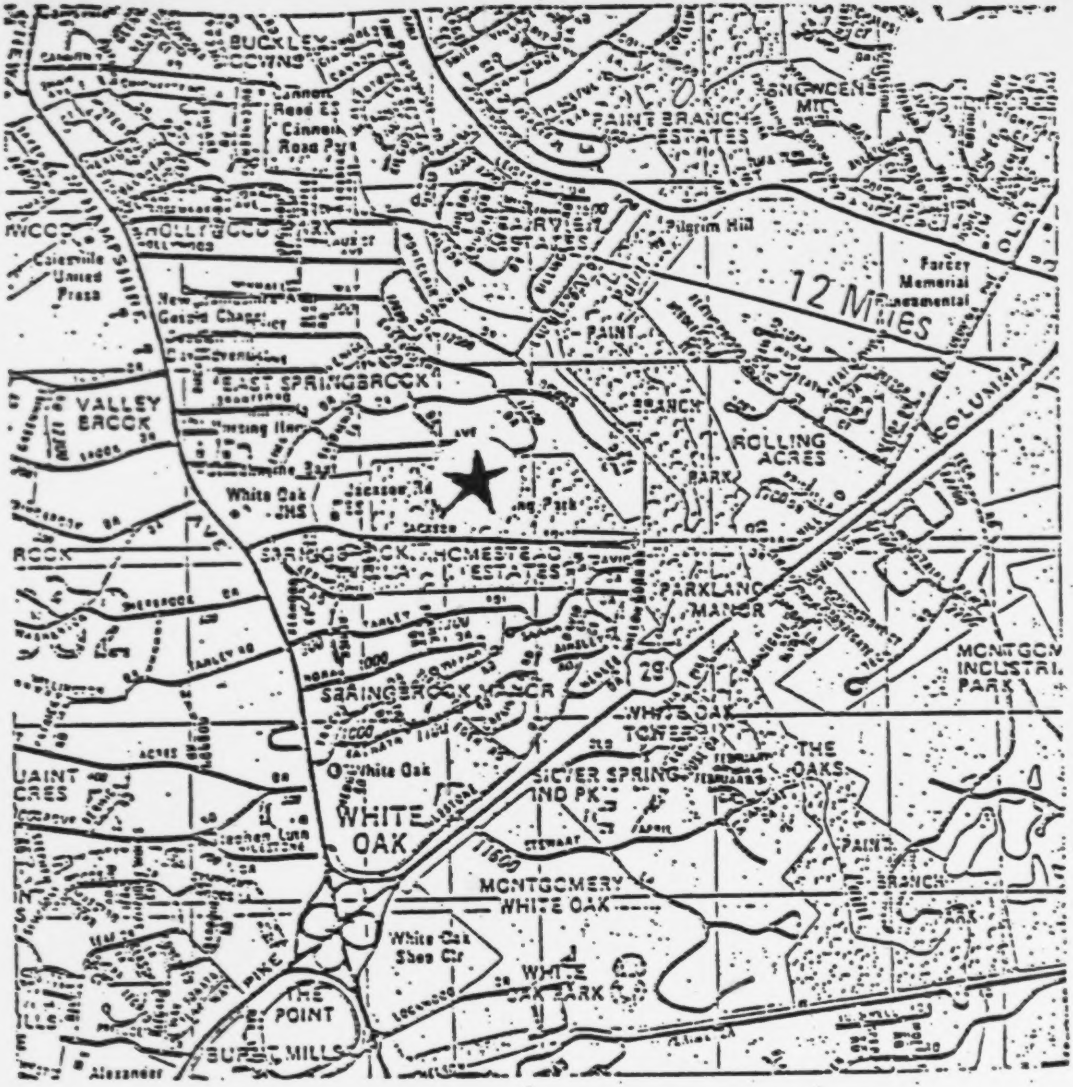
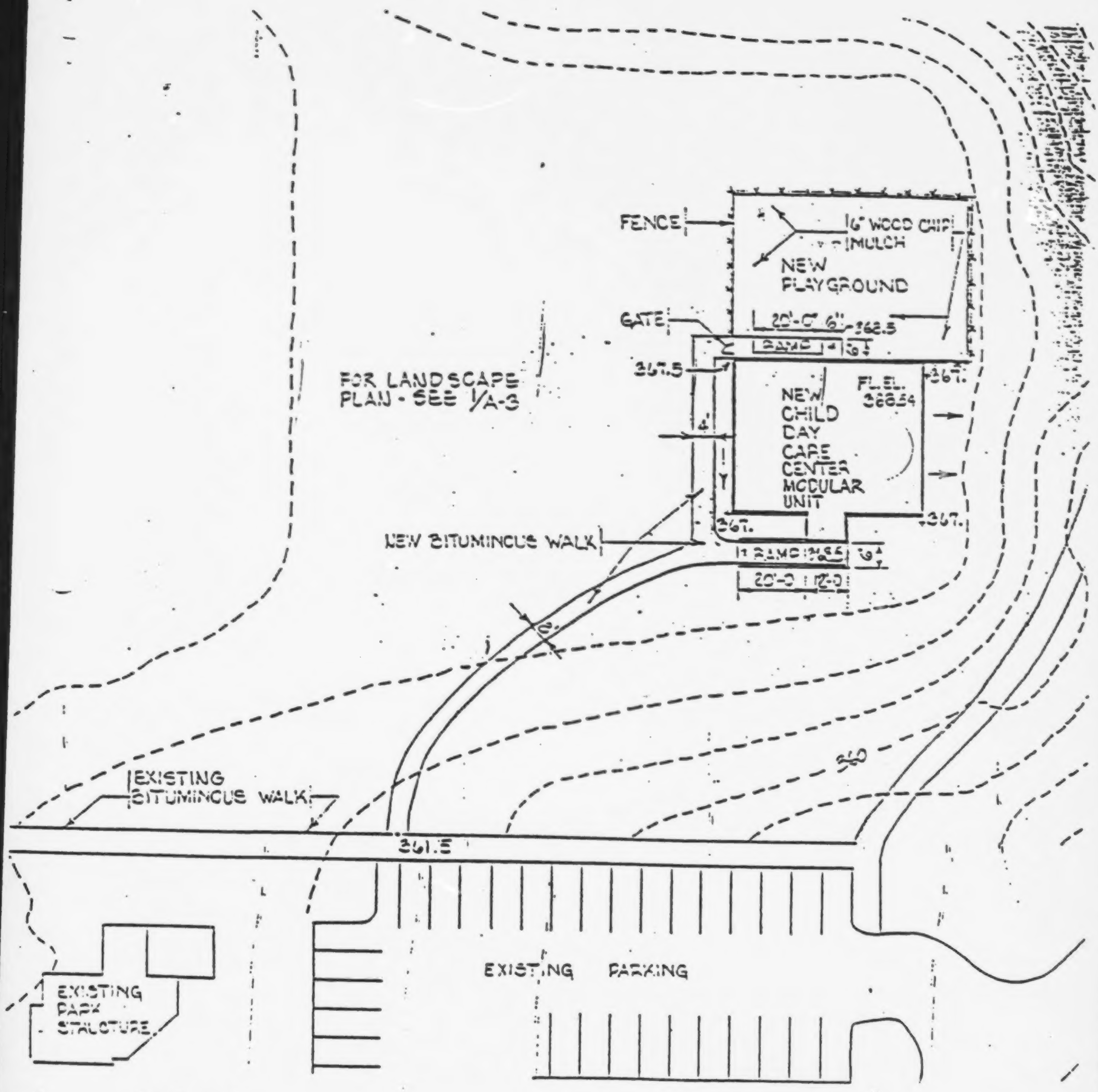
MODULAR UNIT

FOX, HANNA - ARCHITECTS / PLANNERS


BUCKLEY DOWNS
Cannon Road ES
Cannon Road Pk
PAINT BRANCH ESTATES
SNOWDENS MILL
HOLLYWOOD PARK
Colesville United Press
FAIRVIEW ESTATES
Pilgrim Hill
Forest Memorial Monumental
12 Miles
PAINT BRANCH
EAST SPRINGBROOK
VALLEY BROOK
ROLLING ACRES
COLUMBIA
White Oak JHS
Jackson Rd
SPRINGBROOK HOMESTEAD ESTATES
PARKLAND MANOR
29
MONTGOMERY INDUSTRIAL PARK
SPRINGBROOK MANOR
White Oak
WHITE OAK TOWERS
THE OAKS
SILVER SPRING IND PK
WHITE OAK
MONTGOMERY WHITE OAK
White Oak Shop Ctr
WHITE OAK PARK
PAINT BRANCH PARK
THE POINT
BURNT MILLS
PIKE
Alexander

VICINITY MAP

1" = 2000' ±


FENCE
6" WOOD CHIP MULCH
NEW PLAYGROUND
GATE
20'-0" 6'
362.5
RAMP
367.5
FOR LANDSCAPE PLAN - SEE 1/A-3
NEW CHILD DAY CARE CENTER MODULAR UNIT
FL. EL. 366.54
367.
4'
NEW BITUMINOUS WALK
RAMP 1:12.5
6'
20'-0 12'-0
360
EXISTING BITUMINOUS WALK
361.5
EXISTING PARKING
EXISTING PARK STRUCTURE

MOST FREQUENTLY ASKED QUESTIONS ABOUT THE MODULAR UNITS

1. What kind of heating is provided? Electrical.

2. Is air-conditioning provided? Yes.

3. How much parking space will be provided?
   It varies with the site. At the Martin Luther King Park site, where existing parking will be shared with the park, 40 spaces are expected to be available.

4. How may other modulars and sites are there?
   There will be 17 more units placed over 6 years.

5. What is the foundation?
   The foundation is a curtain wall, concrete masonry unit at the perimeter of the building with concrete tiers on the interior.

6. Is there sound proofing?
   No, but classrooms are separated by 12 ft. of intermediate rooms.

7. Is there storage space? Yes, see floor plan (Attachment B1).

8. Will the County set fees?
   No, that is up to the provider who leases the space.

9. Is there preference for child care centers who are already in existence?
   No, but experience and background are considered in the scoring process (see Attachment D).

10. Do we have to accept children with special needs?
    It is considered in the scoring process (see Attachment D).

11. Does the County provide furniture? No.

12. Are shades included?
    Yes, in the rooms, but not in the vestibule.

13. Are emergency lights included?
    Yes, the building meets all relevant codes.

14. What is included in the kitchen?
    The kitchen has cabinets, counter space, and room for 2 refrigerators.

15. Does the County provide any material or lunches for the children? No.

16. Are appliances provided?
    No, but space and outlets are available for a microwave, washer/dryer, and two refrigerators.

Applications will be scored based upon the following criteria:

MAXIMUM POINTS 100

A. PHILOSOPHY AND OBJECTIVES — 10

B. QUALIFICATIONS: — 20

1. Background/experience
2. Program evaluations
3. Financial status
4. Personnel:
    - a) Staff selection criteria
    - b) Position descriptions
    - c) Additional Personnel Policies
5. References (3)
6. Program lists (*NS)

C. OPERATIONS — 70

1. Parent Involvement (10 pts.)
    - a) Parent policies
    - b) Parent access to program policies, premises, and consultation
    - c) Parent-Center Contract
2. Fee Schedule, including cost per child, and schedule breakdown costs (10 pts.)
3. Hours and Days of Operation (5 pts.)
4. Special Needs (10 pts.)
    - a) Part-time, occasional care
    - b) Children with special needs
    - c) Ethnically diverse children and families
5. Program Description (20 pts.)
    - a) Proposed schedule of activities by age group
    - b) Description of food service plan
    - c) Number and ages served
    - d) Staffing pattern
    - e) Curriculum model
    - f) Special program features
    - g) Disciplining policy
    - h) Field Trips
    - i) Transportation Plans
6. Program budget, including cost per child (10 pts.)
8. Recruitment/admission procedures (5 pts.)

CERTIFICATION

I (we) ____
certify that this applicant's Statement of Qualifications and Financial Responsibility and the attached evidence of the applicant's qualifications and financial responsibility, including financial statements, are true and correct to the best of my (our) knowledge and belief.

We also acknowledge that the conditions of the lease will include the following:

- Accept children with special needs
- Priority to County employees
- Liability insurance coverage
- Acceptance of children of subsidized families (DSS/WPA)
- Staff Criminal background checks
- Maintenance of monitoring reports.
- Sharing enrollment data

Name	Name
Title	Title
Address	Address
City, State and Zip	City State and Zip
Signature	Signature
Date	Date

Phones: Day/______________
Evening/____________

Table 1

Site	Zoning Category	Explanation
Bethesda Child care center in Closed School	R-60	Single-Family Dwelling 6,000 square feet
Gaithersburg Child Care Center in Modular Unit	R-200	Single-Family Dwelling 20,000 square feeet half-acre dwelling units
N. Arlington Recreation Program in a Community Center	S-3A	Special District Used for Open-Space Preservement Applied to County, State, and Federal Funds
S. Arlington Child Care and Recreation Programs in Community Center	S-3A	Special District Used for Open Space Preservement Applied to County, State, and Federal Funds
Falls Church Child Care in an Open School Building	R-4	Single-Family Dwelling

110

Table 2

Licensing Status of the Programs

Licensed Programs		Unlicensed Programs (Not required to be licensed)	
Type	Number	Type	Number
Child Care Center in modular unit	1	Community Center recreation programs	2
Child Care Center in a closed school	1	Recreation program on school property (in summer)	1
Child Care Center in an open school and sponsored by the school system	1		
Child Care Center in a Community Center (closed school)	1		
Total	4		3

Table 3

Enrollment and Licensed Capacity of Child Care and Recreation Programs

Type of Program	Licensed Capacity	Enrollment*
Child Care in Modular Unit	46	40
Child Care Program in Community Center	67	67
Child Care Program in Closed School	146	120
Recreation Programs in Community Center (closed school)	*	125
Recreation Programs in Community Center (closed school)	*	210
Child Care Program in an Open School Regulated by School System	*	130
Recreation Program on School Grounds (summer only)	*	210
Average Licensed Capacity and Enrollment	86	115

* Summer period.
** Programs do not need to be licensed.

Table 4

Hours of Operation of Programs

Hours	Program Setting
7:00 A.M. - 8:30 A.M. (during school year) 2:00 P.M. - 6:30 P.M. 7:00 - 9:00 A.M. and 3:00 - 6:30 P.M. (during summer months)	School Age Program based in School System
7:30 A.M. - 6:00 P.M.	Child Care Center in Closed School Child Care Center in Community Center Child Care Center in Modular Unit Recreation Programs in Community Center
9:00 A.M. - 3:00 P.M.	Recreation Program on School Grounds (summer only)
All Day on School Holidays	School Age Child Care Program Based in School System
9:30 A.M. - 12:00 P.M.	Recreation Program in Community Center
9:00 A.M. - 12:00 P.M.	Recreation Program in Community Center
10:00 A.M. - 3:00 P.M.	Environment Camp for School-Age Children
7:30 A.M. - 10:00 A.M. and 3:00 - 6:00 P.M.	Extended day hours (before and after camp)

Table 5

The Number of Employees in the Programs

Site	Full-Time	Part-Time	Enrollment or Licensed Capacity
Modular Unit	6	2	46
Child Care Program in Community Center	11	2	67
Child Care Program in Closed School	11	10	146
Child Care Program in Open School	8-10	-	130
Recreation Program in Summer	7	-	300*
Recreation Program in Community Center	10	-	125
Recreation Programs in Community Center	6	3	210

Average number of employees in child care programs (full-time):	9.5
Average number of employees in recreation programs (full-time):	7.8

* In two locations.

Table 6

Liability Insurance Issues

Programs Having Difficulty Obtaining Insurance	Programs Not Having Difficulty Obtaining Insurance
Child Care Program in Modular Unit	Child Care Program Based in School System
Child Care Program in Closed School	Recreation Programs Based in County Agencies (2)
Child Care Program in Community Center	Recreation Program Operated by a City

Table 7

Transportation Provided by the Center

Name of Program	Yes	No	Type	Purpose
Child Care Center in Modular Unit	x		van	field trips
Closed School Child Care Kindergarten and school-age	x		rent bus (private companies)	field trips
Closed School Child Care	x		rent bus or van (county bus)	field trips
Open School (school age care)	x		buses from school system	field trips
Community Center (rec. program)	x		van or buses (county owned	field trips
Community Center (rec. program)	x		van or buses (county owned)	field trips
Recreation Program (city sponsored in open school setting)	x		buses (owned by city)	field trips

Table 8

Types of Field Trips Planned for Children in Child Care and Recreation Programs

Type of Program	Trip
Child Care Program in Modular Unit	Park
Child Care Program in Community Center	Oxon Hill Farm Parks Nature Center
Child Care Program in Closed School	Museum Movies
Child Care Program in Open School	Theatre Wolf-Trap
Recreation Programs (3)	Swimming Pool Parks Zoo Nature Center Camping

Table 9

Transportation of Children To and From Child Care or Community Program

Site	By Car	On Foot	Public Transportation	Other
Modular Unit	43	-	3	-
Child Care in Community Center	57	10	-	-
Child Care in Closed School	118	3	15-17	school bus (10)
Child Care in Open School	130	-	-	school bus (during school year only (130)
Recreation Program	80	20	5	car pool (20)
Recreation Program	112	5	-	bikes (8)
Recreation Program (summer only)	130	-	-	-
	670	38	23-25	158

Approximate percentage of children who arrive by car: 87%

Table 10

Geographical Locations Served by Programs

Location	Type of Program	Immediate Area	Rest of Area
Gaithersburg	Child Care in Modular	26%	Frederick, Silver Spring, Rockville
Bethesda	Child Care Program in Closed School	60%	North Chevy Chase, Kensington
S. Arlington	Child Care Center in Community Center	60%	Arlington, Fairfax. Alexandria
Falls Church	Child Care Program in Open School	50%	Within 2 miles in the City of Falls Church
Falls Church	Recreation Program in Open School (summer only)	*	Within 2 miles in the City of Falls Church
S. Arlington	Recreation Program in Community Center	98%	Fairfax City, District of Columbia and other parts of Arlington
N. Arlington	Recreation Program in Community Center	60%	Other parts of Arlington

* No data available.

Table 11
Operators' Perceptions of Neighbors' Attitudes About Their Programs

Question: How was your center received by the neighbors?

Program	Planning Stage	At Opening	Now
Child Care in Modular Unit	No problem until the unit arrived to be assembled.	Some neighbors were upset, others were neutral.	The neighbors still call the school system to complain about the screening.
Child Care in Closed School	The child care program opened when the school was still open. The neighbors were concerned about the school serving children other than from the neighborhood.		Concerns about traffic.
Child Care Program in Community Center	Neighbors were cautious about supporting the program and slowly enrolled children. They perceived the program to be a vehicle for keeping the building open, which they wanted very much to do. No negative feedback.	Supportive and she started with 8 children and it grew to 20 children.	She is fully enrolled. No negative feedback that she knows of.
Child Care Program in Open School	Neighbors showed no evidence of concern.	Neighbors showed no evidence of concern.	Don't know of obvious problems.
Recreation Program in Community Center	No data available.	No data available.	Concerns about play equipment and litter.
Recreation Program in Community Center	Community involvement was greater than now.	Community interest was strong.	Neighbors are less involved and are probably neutral. It is more of interest to people with children.

Table 12
Operators' Perceptions of Neighbors' Concerns

Program Setting	
Modular Unit	The neighbors were concerned about the propane tanks that are used to heat the building. They insisted on a fence to be built around the tanks. Some neighbors wanted shrubbery planted around the perimeters of the play area to screen the playground from their view.
Child Care Program Closed School	Neighbors were concerned about the number of children coming to school from other parts of the County and the District of Columbia (prior to the school being closed). Concern about children being supervised at 6:00 P.M. as they wait for their parents. Concern about traffic and parking and litter. Concern about pile up of cars when parents pick up children.
Child Care Program in Community Center	Not aware of any concerns.
Child Care Program in Open School	Not aware of any concerns at the beginning but now there is concern about the children bothering the landscaping near neighbors' yards and the boundary lines of the school yard.
Recreation Program in Community Center	Neighbors are concerned about placement of equipment and litter as well as the aesthetics of the outdoor equipment.
Recreation Program in Community Center	The neighbors were concerned at first about who the tenants would be. They were concerned when they found that one tenant would be private school serving emotionally disturbed children. They were concerned about traffic and parking.
Recreation Program on School Grounds in Summer	No data available.

Table 13
Neighbors' Views of Various Issues
(N=7)

Program Setting	Traffic Flow	Parking	Noise
Modular Unit	Neighbors were somewhat concerned about traffic	The school already had a parking problem	The neighbors were worried about noise
Child Care Program in Closed School	Too much, too speedy	Too congested	No problems
Child Care Program in Community Center	Some concerns about traffic	Drop-off and pick-up of children became a problem--not enough parking spaces	No answer
Child Care Program in Open School	Speeding on the part parents	Parents parking in fire lanes	No problems
Recreation Program in Community Center	No problem	No problem	Placement of equipment may lead to increase in noise
Recreation Program in Community Center	Neighbors worry about too much traffic	Neighbors feel imposed on	Most neighbors aren't home
Recreation Program on School Grounds	Neighbors worry about traffic	No problem	Few complaints

Table 14
Operators Strategies to Address Concerns of Neighbors
(N=7)

Setting	Problem	Problem Resolution
Modular Unit	Propane tanks exposed.	Built fence.
	Neighbors did not like to view play area.	Operator planted trees along fence.
	Parking problems already existed.	Created 8 new parking spaces.
Child Care Program in Closed Schools	Parents Speeding.	Sent notices to parents. Placed terms in contract that specify that if parents are identified as speeding they could lose child care slots.
	Supervision of children.	Increased supervision of children.
Child Care Program in Community Center	Parking to drop-off and pick-up children.	Arranged with county for three or four spaces that are designated as 15 minute parking spaces set aside for the child care program.
Child Care Program in Open School	Parents parking in fire lanes.	Send notices to parents.
	Children going into or near neighbors' yards.	Talk to the children and remind them of the rules.
Recreation Program in Community Center	Complaints about outdoor equipment.	Met with neighbors and are re-evaluating placement of equipment and color.
	Not enough classes for school-age child. General displeasure with the program.	Upgrade of the program in general is helping them to become more accepted.
Recreation Program in Community Center	Parking.	Arranged with the county for some drop-off spaces.
Recreation Program on School Grounds	Some concerns about traffic.	No response initiated.

Table 15

Fencing and Landscaping

Question: Have you added fencing or landscaping buffers to your property?

Program	Yes	No	Description
Modular Unit	x		Chain link fence and gate to fence off playground. Pine trees along fence to act as a screen from neighbors view.
Child Care Program in Closed School	x		Fence to create boundaries for children in front of building.
Child Care Program in Community Center		x	
Child Care Program in Open School		x	
Recreation Program in Community Center	x		It was part of the process to fence the playground and then to plant shrubs to screen the area. The neighbors were not in favor of the screening for reasons of safety.
Recreation Program in Community Center	x		Nothing done since 1984. Fencing and screening were done then. Plans for clearing overgrown bushes and trees exist.
Recreation Program on School Grounds		x	

Table 16

Operators' Views: Trash Collection

Program	Adequate	Inadequate	Resolution of Problem
Modular Unit	x		It is collected privately.
Child Care Program in Closed School	x*		Private collection 2 times a week.
Child Care Program in Community Center	x		
Child Care Program in Open School	x		
Recreation Program in Community Center		x*	Working on problem with county official.
Recreation Program in Community Center	x*		
Recreation Program on School Grounds	x		

* Adequate if the neighbors do not use the dumpster for their old furniture and other household items as well as trash.

Table 17

Outdoor Play Arrangements

Question: Where do the children play?

Type of Arrangement	No. of Responses	Program
In the play lot only	-	
Throughout the property	4	*Child care in closed school *Child care in community center *Recreation programs in community center (2)
At a nearby school playgound	-	
At a nearby park	1	*Child care program in school setting
Other: On school grounds	3	*Child care program in school setting *Recreation program in school setting *Child care program in modular

Table 18

Operators' Perceptions of Problems Neighbors Caused Them

Setting	Problem
Modular Unit	None
Closed School	Dogs running loose; neighbors using dumpster
Community Center	None
Community Center (recreation programs)	Some vandalism when the building is closed on week-ends
	Neighbors put tree trimmings and shrubs in the dumpster

Table 19

Start-up Expenses Incurred by Operators of Child Care Centers and Recreation Programs (N=7)

Program Setting	Direct Approval Costs	Landscaping and Fencing	Sprinkler System	Alternations to meet Codes	Other Construction
Modular Unit	No permits because it is on school property license (under $100)	$1,000 (bushes)	Not required	$2,300 for sufficient amperage to meet fire marshal's requirements	---
Closed School	No permits except license ($100+)	$1,500 (fencing)	---	Alarm system, additional smoke detectors, plus emergency lighting ($8 - 10,000)	---
Community Center (child care)	$150	---	---	---	---
Open School	---	---	---	---	---
Community Center (rec. program)	---	$50,000	---	---	Roof renovation
Community Center (rec. program)	---	---	---	---	---
Recreation Program on School Grounds	---	---	---	---	---

Table 19 (Continued)

Start-up Expenses Incurred by Operators of
Child Care Programs and Recreation Programs

Program Setting	Indoor Equipment	Outdoor Equipment	Professional Services	Unanticipated Costs
Modular Unit	Had equipment from another center	Built and installed outdoor equipment	---	Parking lot $2,700
Closed School	Already had equipment	---	---	Roof (landlord incurred $8-12,000 repair costs)
Community Center	$2,000 (school left a lot of equipment when it closed)	---	$3,000	Insurance ($2,000)
Open School	$5,000 for equipment	Part of the $5,000 for playground equipment	---	---
Community Center (recreation)	$5,000 for equipment	$3,500	---	---
Community Center (recreation)	*	*	---	---
Recreation Program (school grounds)				

* Information unavailable.

Table 20

Profile of Neighbors
(N=16)

Question: Please check the situation that is most like your own:

Home most of the day	11
Home part of the day	1
Home sleeping during the day	1
Other: (Not home at all during the day due to employment)	3
Total	16

Table 21

Activities/Occupation of Neighbors Who Are Home During The Day
(N=11)

Question: If you are home during the day, check the situation most like your own.

I am a homemaker	4
I operate a business out of my home	2*
I am a retired senior citizen	3
I am a homemaker and operate a business out of my home	1
Other: Retired senior citizen and operate a business out of my home	1
Total	11

* Types of businesses included a mail order operation and a business management office for an association.

Table 22

(N=16)

Question: How do you feel about having a child care center in your neighborhood?

Very enthusiastic	4
Positive	6
Neutral	3
Uncomfortable	1
Very negative	1
Other (very positive)	1
Total	16

Comments:

- It doesn't bother me.
- Know it is a very needed facility.
- It doesn't afect me.
- Although I have grandchildren, from a personal need it doesn't affect me.
- We need more of it.
- I think its' wonderful. We both love kids.
- We love to have the kids here.

Table 23

Neighbors' Reactions When the Centers Opened Adjacent to Their Residences (N=16)

Setting	Types of Reactions
	Positive
Community Center Setting	Thought it was terrific.
	They loved it because they had kids.
	Negative
Child Care in School Setting	Was a bit upset about taxes going to take care of other people's children.
	It was kind of wild and a lot of teenagers hung out and it was noisy.
Modular Unit	I was outraged because I was not informed. But was already neutral about it when they came to put it up.
	Neutral
Child Care Center in School	I was not that aware of the center.
	I didn't care; I'd rather have had school.
	Didn't feel it would have an effect on the neighborhood.
	Doesn't remember it.
Community Center	No reaction--my son was a baby (I put it in the back of my mind).
	Didn't think about it one way or another.
	Other
	The center was already in existence when we purchased our home.
	Didn't know it started.
	It was already here.
	The day care was already started.
	No answer 1

Table 24

Reactions of Neighbors Towards The Centers At The Present Time
(N=16)

Question: Do you still feel the same way?

Yes	6
No	5
No answer	5
Total	16

Setting	Comments
Closed school with child care center	The center was there by itself for awhile. They didn't seem to care for the grounds. I don't know enough about its being there in relation to the school system.
Community center with child care program	More positive, I think there should be as many options for child care as possible. It's alright.
Child care center in modular unit	We moved across the street from a school to begin with; the traffic has been minimal and the laughter of the children hasn't hurt anybody. I now believe it helps the property value.
Recreation center	It isn't so noisy. Not so many teens.
School-age child care in open school	I've gone back and forth about my views. I know it's there but don't on the whole think about it. A main concern is when things irritate me who do I go to? I have some concerns about this center, but I support the idea of the center in a community.

Table 25

Issues Raised With Neighbors as a Result of The Presence of The Center in The Neighborhood (N=16)

Question: Has the child care center raised any other issues among the neighbors?

Yes	7
No	4
Uncertain	3
No answer	2
Total	16

Setting	Comments: (8)
	Sometimes the children are noisy.
School-age child care in open school	I am the only one affected with people coming to use the phone and hearing the door being slammed in the early morning.
Community center	The quality of the program -- the community does not view the quality as high.
School-age child care in open school	Never discussed the center with my neighbors. Have not discussed it (the center) with my neighbors.
Community center	Yes, the traffic through the alley; the play equipment is being moved; some of the neighbors are concerned about the visual view and the noise.
Community center	Yes, parking, excessive traffic, attracts children from other communities who smoke and drink on the grounds of the center and who wander around the neighborhood.
Closed school	Traffic; the people drive very fast (like nuts). They don't stop for the stop sign. They are thinking about putting traffic bumps.

Table 26

Visual Changes in The Grounds to Operate The Center

(N=16)

Question: Have there been any changes in the visual aspects of the grounds in order to operate the child care center?

Yes	5*
No	10
Uncertain	1
No answer	0
Total	16

* Positive (4)   No Answer (1)

Setting	Comments
Modular Unit	It buffers the neighbors' yards -- the landscaping. The owners agreed to put shrubbery around the fence.
Community Center	Painting, added a fence in the back. They put the fence up to prevent cars from driving across the lawn.
	Trees went down; basketball; court went up; fence went up.
School-age Child Care in Open School	Keeps up the playground equipment better than before.

Table 27

Noise Level in The Neighborhood
(N=16)

Question: Has the center caused a significant increase in the noise level of the neighborhood?

Yes	5
No	10
I don't know	-
No answer	1
Total	16

Setting	Comments
Modular Unit	They are used to the noise of the kids from the school. What's the world without kids!
Community Center	It closes between 9:00 - 10:00.
	Some noise.
	A little noise.
Open School	Yes, some; slight but doesn't bother me.
	We can hear the children on the playground but it is a very pleasant noise.
Closed School	Only from the standpoint of traffic; it is actually less than when the school existed.

Table 28

Traffic Flow in The Neighborhood
(N=16)

Question: Has the child care center caused a change in the traffic flow in the neighborhood?

Setting	Slightly	Substantially	No Increase	Other
Modular Unit	3	-	-	-
Community Center (rec. programs)	-	2	1	1
Community Center (day care)	-	-	2	-
Open School	2	-	1	1
Closed School	-	3	-	-
Total	5	5	4	2

Setting	Comments
Modular Unit	Increased slightly, but no real problem. Not noticeably -- doesn't have any impact. It isn't noticeable but if they added on to that it might be. The traffic has increased slightly because they are stopping and starting. The traffic has increased slightly but no real problem.
Community Center	The night classes (adult education) screech in and out of the parking lot and particularly up and down the street. We are not affected because we are on a street where there is no street traffic and a private driveway.
Open School	The way they drive is a problem -- they speed. It was worse before they put in the curb at least now they gave our family a driveway and a sidewalk. The speed has been a problem. Much of the traffic in the neighborhood is school related.
Closed School	Concerned about the speed of traffic. It isn't just because of the day care center, but because of the total program. The buses coming in and out are a problem. The drivers are terrible. But this traffic is early a.m. and p.m. They don't obey the traffic signs; they drive too fast. The other traffic is a result of ballfields and the Y program and a private school nearby.

Table 29

Neighbors' Attitudes About Trash or Litter Attributed to Child Care Operation
(N=16)

Question: Can you attribute any problems of litter or trash to the operation of the child care center?

Yes	8
No	7
Uncertain	-
I don't know	1
Total	16

Setting	Comments
Modular Unit	There is some litter but can't assume that it is attributable to day care center. It is drinks and could be from teenagers in the community.
Community Center	Beer cans, paper wrapping. Very little. It blows over the fence. Problems with rats in recent months.
Open School	The children play in the bamboo adjacent to the fence. It is a slight problem. The trash cans fill up too fast. When the child care center was first started, the children were encouraged to to pick up the trash. It has been hard to get public agencies to take care of the problem.
Closed School	It ismostly in the vicinity of the building.

Table 30

Neighbors' Attitudes Concerning Vandalism
(N=16)

Question: Has there been any vandalism that you could attribute to the operation of the center?

Yes	--
No	16
Uncertain	--
I don't know	--
Total	16

Comments: It's hard to attribute it to the day care center.

Table 31

Attitudes of Neighbors: Supervision and Safety of Children (N=16)

Question: Has the child care operator maintained adequate control of the children by fencing or supervision, for example?

Yes	11
No	1
Uncertain	1
I don't know	1
No answer	1
Total	16

Settings	Comments
Modular Unit	They are well protected. Supervision is probably adequate.
Community Center (rec. programs)	Impression is that it is an open situation. Some children stole a bike and took off and the staff didn't even know the children were gone.
Open School	They seem to roam along the fence where the bushes were -- the neighbor cut the bushes out.
Community Center (child care program)	There is an access road and no fence in that area -- there should be a fence.
Closed School	Sometimes the children come up to the Good Humor Man and may not always be with a supervisor.

Table 32

Neighbors' Attitudes: Safety of the Children
(N=15)

Question: Has the child care provider maintained the safety of the children by providing adequate supervision or through adequate fencing of the yard?

Yes	11
No	1
Uncertain	3
No answer	1
Total	16

Settings	Comments
Modular	The children are always well controlled when they walk by on trips. Evidently, from what they can see. The children are well-supervised.
Closed School	Older children stand around waiting for their parents. Yes, but the providers should educate the parents to be more careful when they drive.

Table 33
Neighbors' Perception of Providers' Cooperation with Neighbors

Question: Has the child care provider been cooperative with the neighbors?

Yes	7
No	1
Uncertain	3
No answer	3
Other	2
Total	16

Setting	Comments
Modular	As far as I know the provider has; I have had really nothing to do with them. Landscaping was the only issue. As far as I know, yes.
Open School	I have not spoken to any of them. I don't think they care (the provider). No problems. Now, yes; but not at the beginning.

Table 34

Neighbors' Perceptions of Providers Responses to Complaints or Concerns

(N=16)

Question: Does the provider respond constructively to complaints or comments?

Yes	5
No	1**
Uncertain	6
No answer	3
Other	1*
Total	16

Setting	Comments
Community Center	Hasn't had any.*
Open School (school age care)	"I don't think they cared."** The neighbor complained that the door was being banged loudly in the morning and nobody tried to solve the problem.
Modular	Yes, as far as they know. Yes, about the landscaping. Hasn't had any.
Community Center (rec. programs)	They had a meeting about the outdoor equipment and the rats.
Closed School	There was a problem about parking -- the staff of the child care center was parking on the street in front of the neighbor's house.

Table 35

Neighbors' Perceived Benefits From The Child Care Program in The Neighborhood
(N=16)

Setting	Comments
Modular Unit	If there are people in the neighborhood who use the center it is a benefit. The center doesn't benefit the neighborhood. It may bring parents to become more community conscious. It brings people together for more interaction and supporting each other. People haven't had to go far to find care.
Community Center (rec program)	It's nice to have somewhere for children to go; he rides his bike there. It is good it is being used for something; if it was empty it could attract more vandalism. The children used the center and more recently they would use it for elder care; it is good for the families -- they need it.
Open School	It allows more of the parents to work. It puts to use a building that is vacant a quarter of the time. It has provided supervision for children who might be free to roam on the streets. We have no children so the center has not benefited us directly. But we enjoy seeing the children and having them in the neighborhood.
Community Center with day care program	It has served to provide care. It is good for people who are desperate for care, because of the low cost. It gives people who live here an option. It contributes by offering services.
Closed School	None. It is not serving my needs and I don't know anyone in the immediate neighborhood who use the facility. I don't know. Some children from the neighborhood need and use the services.

Table 36

Neighbors' Perceptions of Impact of Child Care Center on Resale Value of Their Property (N=16)

Question: Do you think the child care center has had an impact on the resale value of your property at this time?

Yes	6
No	5
Uncertain	1
I don't know	4
Total	16

Settings	Comments
Modular Unit	I am a renter. A house sold at a very good price -- at a substantial increase.
Community Center (rec. program)	Could be a drawing card -- especially because of the Senior Center. The reason we bought was because of the school. When the school was there it was a plus. The working parents would buy it because of day care, perhaps.
Community Center (day care center)	Generally, I think it is very valuable. It provides a needed service.
Closed School	It might have a positive effect for working parents who need child care. Day care centers should try to use schools because of the resources such as space and equipment and child-size toilets.

Table 37

Neighbors' Recommendations for Other Communities
(N=16)

Question: Do you have any suggestions to make to other neighborhoods who have or are in process of responding to requests to start child care centers in residential communities?

Setting	Comments
Closed School	Be patient with the people setting it up and while its developing. It would be very wise that neighborhood meetings should be set up to build a good relationship. It is a must. It is a necessity. The centers should be small, lots of small places in local places.
Community Center (day care program)	Operators should always go to the neighbors first to find out what they think so they don't feel something was sprung on them. Make sure the center is meeting all codes. Do a survey. The general maintenance needs to be good; talk to citizens associations and to the center director.
Open School	There needs to be a way to separate the day care kids from the teenagers who hang out and are a bad influence. Day care centers should try to use schools because of the resources.
Community Center (rec. program)	Definitely fencing -- high enough and not easy enough to climb. Caution the operator to control children's noise. Do not place playground equipment so close to the neighbor's property. Make sure the operator notifies all residents -- not just the school children. The community center should offer more varied amount of classes -- after school for the older school-age children (around 11 years old). Contact the citizens associations -- create some form of advising and educating the neighbors. The area needs to be policed more regularly.
Modular	Make sure the operator notifies all neighbors, not just the families of school-age children.

Table 38

Summary of the A.M. Peak Traffic Count
in Park/Community Center Settings
1986

Time	1. Average Trip Generation Per Center		2. Average Number of Children Dropped Off/Picked Up Per Car	3. Average Total Vehicle Occupancy Per Car	4. Average Maximum Number of Cars Parked Per Center	5. Average Maximum Number of Cars in Line to Pick Up or Deliver Per Center	6. Number of Children Arriving By Other Means	
	A Arriving	B Departing					Total	Average Per Center
** 7:00 - 7:15 A.M.	3.0	3.0	1.1	2.3	4.3	1.8	2	0.4
** 7:15 - 7:30 A.M.	4.0	4.0	1.1	2.3	6.3	2.3	2	0.4
7:30 - 7:45 A.M.	6.2	6.2	1.2	2.4	10.6	3.6	1	0.2
7:45 - 8:00 A.M.	5.6	5.2	1.1	2.4	9.6	2.2	0	0.0
8:00 - 8:15 A.M.	8.4	8.4	1.1	2.3	11.6	4.0	1	0.2
8:15 - 8:30 A.M.	8.0	7.6	1.2	2.3	13.0	4.0	2	0.4
8:30 - 8:45 A.M.	7.0	7.4	1.1	2.5	14.8	3.8	2	0.4
8:45 - 9:00 A.M.	10.0	9.6	1.2	2.4	18.8	4.0	4	0.8
A.M. Average Per Interval	6.5	6.4	1.1	2.4	11.1	3.3	14	0.4

* Traffic surveyors were instructed to record the maximum number of cars present to deliver or pick upchildren at any given time. The surveyor's observations indicate whether actual lines occurred.

** Only four centers were open during this interval.

Source: Giegerich & Associates, Inc.

Table 39

Summary of the P.M. Peak Traffic Count in Park/Community Center Settings

1986

Time	1. Average Trip Generation Per Center		2. Average Number of Children Dropped Off/Picked Up Per Car	3. Average Total Vehicle Occupancy Per Car	4. Average Maximum Number of Cars Parked Per Center	5. Average Maximum Number of Cars in Line to Pick Up or Deliver Per Center	6. Number of Children Arriving By Other Means	
	A Arriving	B Departing					Total	Average Per Center
4:00 - 4:15 P.M.	5.4	7.6	1.4	2.7	13.6	3.8	2	0.4
4:15 - 4:30 P.M.	2.4	2.6	1.4	2.5	11.4	1.8	0	0.0
4:30 - 4:45 P.M.	2.2	1.6	1.4	2.5	10.2	1.5	0	0.0
4:45 - 5:00 P.M.	4.2	4.0	1.1	2.4	11.0	3.0	0	0.0
5:00 - 5:15 P.M.	6.4	6.2	1.2	2.3	12.6	4.0	0	0.0
5:15 - 5:30 P.M.	7.0	7.0	1.1	2.4	13.0	3.5	2	0.4
5:30 - 5:45 P.M.	11.6	11.6	1.3	2.5	14.6	5.3	0	0.0
5:45 - 6:00 P.M.	8.4	9.6	1.4	2.6	14.4	5.8	0	0.0
A.M. Average Per Interval	6.0	6.3	1.3	2.5	12.6	3.6	4	0.1

* Traffic surveyors were instructed to record the maximum number of cars present to deliver or pick upchildren at any given time. The surveyor's observations indicate whether actual lines occurred.

Source: Giegerich & Associates, Inc.

Table 40

Summary of the Mid-Day Traffic Count
Park/Community Center Settings
1986

Time	1. Number of Center Related Cars		2. Average Number of Children Dropped Off/Picked Up	3. Average Total Vehicle Occupancy	4. Average Maximum Number of Cars Parked For Center	5. Average Maximum Number of Cars in Line to Pick Up or Deliver	6. Number of Children Arriving By Other Means	
	A Arriving	B Departing					Total	Percent
9:00 - 9:15 A.M.	5.5	5.5	1.1	2.1	25.5	3.5	2	1.0
9:15 - 9:30 A.M.	6.5	6.5	1.5	2.8	29.0	4.0	2	1.0
9:30 - 9:45 A.M.	4.5	2.5	1.3	2.7	15.0	6.0	0	0.0
9:45 - 10:00 A.M.	4.0	4.0	1.3	2.3	39.0	3.0	1	0.5
10:00 - 10:15 A.M.	5.0	5.0	1.2	2.3	42.0	5.0	0	0.0
10:15 - 10:30 A.M.	0.5	0.5	1.0	3.0	24.0	1.0	0	0.0
10:30 - 10:45 A.M.	0.0	0.0	0.0	0.0	**	0.0	0	0.0
10:45 - 11:00 A.M.	0.0	0.0	0.0	0.0	**	0.0	0	0.0
11:00 - 11:15 A.M.	0.5	0.5	2.0	3.0	**	1.0	0	0.0
11:15 - 11:30 A.M.	0.0	0.0	0.0	0.0	**	0.0	0	0.0
11:30 - 11:45 A.M.	0.0	0.0	0.0	0.0	**	0.0	0	0.0
11:45 - 12:00 Noon	3.5	3.5	1.2	2.5	**	3.0	2	1.0
12:00 - 12:15 P.M.	2.0	2.0	3.0	4.3	**	2.0	0	0.0
12:15 - 12:30 P.M.	0.0	0.0	0.0	0.0	**	0.0	0	0.0
Mid-Day Average Per Interval	2.3	2.1	1.0	1.8	**	2.0	7	0.3

* Traffic surveyors were instructed to record the maximum number of cars present to deliver or pick upchildren at any given time. The surveyor's observations indicate whether actual lines occurred.

** The parking lot remained full all morning. After 10:30 A.M., however, programs for adults accounted for almost all of the traffic and did not have any impact on the child care program.

Source: Giegerich & Associates, Inc.

Table 41

Summary of Traffic Counter's Observation at Child Day Care Centers
Park/Community Center Settings
1986

	Bethesda		A. Arlington		Falls Church		N. Arlington		Gaithersburg	
	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.	A.M.	P.M.
Pick Up and Delivery:										
Easy		X		X	X	X	X	X	X	X
Moderately Easy			X							
Difficult										
Very Difficult	X									
Child Safety:										
Very Safe				X	X	X	X	X	X	X
Safe			X							
Unsafe		X								
Very Unsafe	X									
Parking:									****	
Very Easy			**		X	X	X	X	X	X
Easy			X	X						
Difficult		X								
Very Difficult	X*									
Wait to Pick Up/Deliver Children:										
Yes	X	X			X	X				
No			X	X			X	X	X	X
If Yes, Did Drivers;										
Wait in Line	X	X								
Double Park	X	X								
Go Around Block	X	X			***					
Park Illegally	X	X			X	X				
Double Park										
Triple Park	X									
Other										
Ranking of Traffic Flow:										
Very Light							X	X	X	X
Intermittant	X	X	X	X	X	X				
Constant										
Heavy	X	X								

* Parking very inadequate to meet demand.

** Drivers ignored 15 minute parking limit sign and parked on the street as well as the parking lot but no major problems resulted.

*** People often parked in fire lane.

**** Parents indicated that the situation is more difficult when the neighboring school is in session.

Source: Giegerich & Associates, Inc.

Table 42

Summary of Parent Transportation Survey Results
Park/Community Center Settings
1986

						Total	
Question	A	B	C	D	E	Number	Percent
1. Means of Transportation							
Car	62	19	22	32	29	155	99.0
On Foot	0	0	0	0	0	0	0.0
Master Transit	0	0	0	0	1	1	1.0
Other (Bicycle)	0	1	0	0	0	1	1.0
2. Origin of Trip							
Home	42	10	16	25	11	104	66.0
Office	20	10	6	6	9	51	32.0
Other	0	0	0	1	0	1	1.0
No Answer	0	0	0	0	1	1	1.0
3. Destination							
Home	28	11	7	18	13	77	49.0
Office	32	9	13	12	7	73	46.0
Other Day Care	0	0	0	1	0	1	1.0
Other	1	0	1	0	1	3	2.0
No Answer	1	0	1	1	0	3	2.0
4. Stops							
Yes	18	2	4	12	2	38	24.0
No	37	16	15	18	11	97	62.0
Another Child Care Program	6	2	3	1	3	15	10.0
No Answer	1	0	0	1	5	7	4.0
5. Number of Children Picked Up or Delivered							
1	47	13	15	26	15	116	74.0
2	14	5	6	4	5	34	22.0
3	1	2	1	2	1	7	4.0
4 or More	0	0	0	0	0	0	0.0
6. Carpool							
Yes	6	0	1	4	0	11	7.0
No	56	20	21	28	21	146	93.0
7. Number of Trips							
Per Day: 2	53	13	20	20	19	125	80.0
Other	7	5	1	7	2	22	14.0
Per Week: 10	45	12	16	12	16	101	64.0
Other	9	5	5	12	3	34	22.0
No Answer	7	3	1	9	2	22	14.0

Table 42 (Continued)

						Total	
Question	A	B	C	D	E	Number	Percent
8. & 9.*							
10. Variation in School Year							
Yes	29	7	9	22	3	70	45.0
No	30	13	11	10	17	81	52.0
No Answer/Not Applicable	2	0	2	0	1	5	3.0
11. Variation in Inclement Weather							
Yes	8	7	0	6	7	28	18.0
No	45	13	17	25	11	111	71.0
No Answer	8	0	5	1	3	17	11.0
12. Public Transportation							
Yes	3	2	2	2	3	12	8.0
No	58	18	20	29	16	141	90.0
No Answer/Not Applicable	1	0	0	1	2	4	3.0
13. Parking							
Good	28	13	18	30	16	105	67.0
Average	19	6	4	2	4	35	22.0
Difficult	9	1	0	0	1	11	7.0
Extremely Difficult	4	0	0	0	0	4	3.0
Varies	1	0	0	0	0	1	1.0
14. Parking							
More Difficult in AM	8	4	1	1	5	19	12.0
More Difficult in PM	23	2	0	0	0	25	16.0
Same	23	10	18	24	11	86	55.0
No Answer/Not Applicable	7	4	3	7	5	26	17.0
15. Degree of Safety							
Very Safe	32	13	13	25	12	95	61.0
Reasonably Safe	26	4	9	7	7	53	34.0
Unsafe	2	3	0	0	1	6	4.0
Extremely Dangerous	1	0	0	0	0	1	1.0
No Answer/Not Applicable	0	0	0	0	1	1	1.0
16. Safety Issues							
Positive Comment	1	0	0	2	2	5	3.0
Negative Comment	21	7	3	5	4	40	26.0
No Issues	26	7	11	17	10	71	46.0
No Answer	13	6	8	8	5	40	26.0

* Questions 8 & 9 omitted because not suited for this tabulation.

Table 42 (Continued)

Question	A	B	C	D	E	Total Number	Total Percent
17. Location Preference							
Closer to Work	9	2	0	0	5	16	10.0
Closer to Home	19	1	4	7	4	35	22.0
Same	28	17	16	23	11	95	61.0
Other	3	0	1	0	0	5	3.0
No Answer	1	0	1	0	1	3	2.0
Either	0	0	0	2	0	2	1.0
18. Age of Child							
Under 2	1	0	0	0	0	1	0.0
2	0	0	0	1	3	4	2.0
3	1	3	0	1	7	12	6.0
4	4	2	0	4	7	17	9.0
5	7	4	2	10	4	27	14.0
6	17	2	0	3	2	24	12.0
7	12	3	7	8	1	31	16.0
8	14	5	9	0	2	30	15.0
9	5	4	4	1	1	15	8.0
10	8	3	6	8	0	25	13.0
11 or More	8	1	2	2	0	13	7.0
No Answer							

Note: Percentages may not total 100.0% due to rounding of numbers.

Source: Giegerich & Associates, Inc.

Table 43

Distribution of Arrival of Cars Park/Community Center Settings 1986

Time Period	Percent of Total Arrivals for Interval
A.M. Peak: N - 254	
7:00 A.M. - 8:00 A.M.	34.3
7:30 A.M. - 8:30 A.M.	55.5
8:00 A.M. - 9:00 A.M.	65.7
Midday: N - 64	
9:00 A.M. - 10:00 A.M.	64.1
10:00 A.M. - 11:00 A.M.	17.2
11:00 A.M. - 12:30 P.M.	18.8
P.M. Peak: N - 238	
4:00 P.M. - 5:00 P.M.	29.8
4:30 P.M. - 5:30 P.M.	41.6
5:00 P.M. - 6:00 P.M.	70.2

Note: Percentages may not total because of overlapping time periods.

Source: Giegerich & Associates, Inc.

Table 44

Means of Transportation
Park/Community Center Settings
1986

Time of Day	Total Number of Children	By Automobile Number	By Automobile Percent	By Other Means Number	By Other Means Percent
A.M.	264	250	94.7	14	5.3
Midday	94	87	92.6	7	7.4
P.M.	288	284	98.6	4	1.4

Source: Giegerich & Associates, Inc.